DOCUMENT RESUME

ED 431 079 CE 078 712

TITLE	Family and Consumer Sciences Curriculum Review Report.
INSTITUTION	North Allegheny School District, Pittsburgh, PA.
PUB DATE	1999-05-00
NOTE	204p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Consumer Science; *Curriculum Development; Daily Living Skills; *Educational Improvement; Educational Research; *Family Life Education; Home Economics; Secondary Education
IDENTIFIERS	*Family and Consumer Sciences; *North Allegheny School District PA

ABSTRACT

This document describes a review of the North Allegheny (Pennsylvania) School District's Family and Consumer Sciences curriculum in order to develop a program that will meet students' needs to integrate family, work, and citizenship. Through intensive research, site visits to other school districts around the country, survey data, resource persons, and reflection, recommendations were developed to improve the program to allow students to connect what they learn in the classroom to the world outside. The 12 recommendations are based on the Pennsylvania Department of Education proposed academic standards for Family and Consumer Sciences. They cover the following curriculum areas: (1) curriculum revision; (2) independent living skills; (3) diversity; (4) student organizations; (5) technology; (6) substance abuse resistance training; (7) human growth and development; (8) child care; (9) nutrition and healthy lifestyles; (10) instructional time; (11) community outreach; and (12) after-school program. Extensive appendices contain the following: program philosophy; strands; goals and terminal competencies; course scope and sequence; data from the survey, site visits, symposium, and focus group; Future Homemakers of America/Home Economics Related Occupations competencies; state standards and assessment; certificate of terminal competency in child care; community outreach letters; department meetings; and annotated bibliography of 27 references. (KC)

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North Allegheny School District

Family & Consumer Sciences

Curriculum Review

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FAMILY AND CONSUMER SCIENCES

P H I L O S O P H Y

The mission of the Family and Consumer Sciences Department is to empower individuals, strengthen families and enable communities through education and application. Family and Consumer Sciences embraces the unifying focus of relationships. We prepare the students to become responsible community members; we strive to meet individual and family needs within and outside the home; we foster respectful and caring relationships in the family, work place and community; we emphasize the significance of family, regardless of definition, and its impact on the well-being of individuals and society.

The Family & Consumer Sciences Department takes leadership in improving individual, family and community well-being, responding to societal change, and enhancing the human condition. We believe in a diversity that strengthens individual, family and community. We believe in the right to educational opportunities for all individuals to enhance their intellectual development and maximize their overall potential. We believe education is a lifelong process that supports the development of the knowledge and skills that students need both now and in the future.

Our profession is dedicated to supporting the strength and vitality of families as the fundamental unit of society. Our profession is involved in the critique, development and implementation of policies that support individuals, families and communities. Our profession embraces the design, use and access to current and emerging technologies.

Instruction in the Family and Consumer Sciences Department focuses on 1) financial and resource management, 2) balancing family, career and community, 3) food science, dietetics and nutrition and, 4) child care and development. Through these four strands, the core of our curriculum is derived. Family and Consumer Sciences is relevant to the student's every day life. The program content focuses on the knowledge, skills, and attitudes that prepare students for a variety of life roles. Although these concepts and skills are interrelated with many disciplines of education, Family and Consumer Sciences is the only discipline that addresses these skills within the context of the enduring, reoccurring problems faced by families. Furthermore, it provides hands-on opportunities for work, promotes positive self-image and motivates students to be responsible adults with a strong work ethic. Family and Consumer Sciences Department incorporates a global perspective as curriculum integrates multiple life roles and responsibilities in family, work and community.

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NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCES

CURRICULUM REVIEW REPORT

MAY, 1999

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CHAIRPERSON'S STATEMENT

CHAIRPERSON'S STATEMENT

In the democratic society we live in, there are two major constituents necessary for survival, family and work. Family & Consumer Sciences is dedicated to providing for students an understanding of the interconnectedness of the individual, family, worker and citizen.

"The focus of Family & Consumer Sciences education is the family. The economic, social and political well-being of our state depends on the well-being of Pennsylvania's families. The family is responsible for nurturing its members."* It is with this understanding that the state of Pennsylvania developed four standards of Family & Consumer Sciences education. These standards include: 1) financial and resource management, 2) balancing family, career and community, 3) food science, dietetics and nutrition, and 4) child development and care. Through these standards of education, the North Allegheny Family & Consumer Sciences Department will provide for students the opportunity to obtain the knowledge and skills necessary to take action for the well-being of themselves and others, in the home, workplace and community.

The Family & Consumer Sciences Department embraced the opportunity of curriculum review in order to develop a program which will more accurately define the new title to the profession. It has been through intensive research, visitations, survey data, resource persons, and reflection that we have been able to develop recommendations which will allow our students to look beyond the classroom to their roles in the future. The process learning approach will help all North Allegheny students to connect what they learn in the classroom to the world outside.

**Pennsylvania Department of Education, Family & Consumer Sciences Academic Standards, January 1999*

RECOMMENDATIONS, CONCLUSIONS AND FINDINGS

CURRICULUM REVISION

RECOMMENDATION #1

Adopt the Family & Consumer Sciences philosophy and curriculum goals with the strands of financial and resource management, balancing family career and community, food science, dietetics and nutrition, child care and development, and authorize that the scope and sequence for Family & Consumer Sciences education be redesigned and implemented.

CONCLUSION

Representatives of all client groups in North Allegheny view the Family & Consumer Sciences curriculum as invaluable in meeting the needs of all students and providing skills that are necessary to every day living. (Client groups include: parents, students, teachers, graduates, businesses, schools and administration.)

FINDINGS

1. The 1998 graduate survey reported 31.5% of all graduates took one or more credits in Family & Consumer Sciences; 24.9% of the AP/Honors students took one or more credits. (The student exit study, class of 1998, July 6, 1998, P. 52)

2. The 1998 graduate survey reported a mean rating of the Family & Consumer Sciences classes at 4.03 (exceptionally strong); AP/Honors students' mean rating was 4.16 (exceptionally strong). (The student exit study, class of 1998, July 6, 1998, P. 52)

3. The 1998 graduate survey reported 74% of all graduates taking Family & Consumer Sciences courses rated them a 4 (good) or a 5 (excellent); 77.5% were AP/Honors students. (The student exit study, class of 1998, July 6, 1998, P. 52)

4. The alumni study, class of 1994, reported 48.8% of the student population had taken a class in Home Economics, presently called Family & Consumer Sciences. (The alumni study, class of 1994, PP. 135-136)

5. The parent focus group unanimously agreed that Family & Consumer Sciences courses offer more applicability to prepare students for real life than any other course offered in North Allegheny. Applicability included such topics as: nutrition, organization, decision-making, problem-solving, social skills and management.

6. The parent focus group strongly agreed that electives in Family & Consumer Sciences not be eliminated because they provide the life skills that our students need to survive.

7. The parent focus group strongly agreed that the Family & Consumer Sciences courses provide potential career exploration for students.

8. The parent focus group strongly agreed that electives in any unified arts department, specifically, Family & Consumer Sciences, not be the "Trade Off" for Foreign Language courses.

9. The parent focus group agreed that the Family & Consumer Sciences courses at the upper secondary level provided both a needed and welcomed challenge of hands-on, activity-oriented life skills for the highly academic student.

10. The parent focus group indicated that they have witnessed the lifetime skills used in their homes and in other related jobs that students have performed.

11. The parent focus group strongly agreed that in the community, the reputation of the Child Development Center at the senior high is exceptional.

12. Eighty-one percent (81%) of 1988 (Graduation Survey) indicated the Home Economics classes were very helpful or somewhat helpful. (75.0% of the AP/Honors included the Home Economic classes took one or more credits.)

13. According to the Director of Public Policy and Professional Development, Family & Consumer Sciences does make a difference in the lives of individuals and families. (Saunders, 1998)

14. One hundred percent (100%) of the respondents to the business survey believe to a moderate to high degree that students need to learn skills in getting along with others, goal setting, conflict resolution and decision-making, resource management (time, finance, environment) and peer and family relationships.

15. Eighty-eight percent (88%) of respondents to the department graduate survey indicated that Family & Consumer Sciences courses enhanced their daily living skills.

16. Sixty-nine percent (69%) of respondents to the department graduate survey indicated that Family & Consumer Sciences courses enhanced their personal or recreational activities.

17. Seventy-five percent (75%) of respondents to the department graduate survey indicated an overall importance of Family & Consumer Sciences courses.

18. Seventy percent (70%) of respondents to the parents' survey believe the Family & Consumer Sciences curriculum meets the needs of children at middle school level.

19. According to Roberta Brown, Vocational Family & Consumer Sciences program specialist for the State of Pennsylvania, the National Academic Standards in Family & Consumer Sciences were presented in May, 1998 and should be used to design curriculum, to select instruction methods and in creating assessments.

20. According to Roberta Brown, Vocational Family & Consumer Sciences teachers play an integral role in teaching students to use the skills they have been taught in school, to enhance their everyday lives.

21. Roberta Brown, Department of Education, emphasized the importance of the Family & Consumer Sciences subjects and their relevance to everyday life.

22. Developed by the National Association of State Administrators for Family & Consumer Sciences, the National Standards for Family & Consumer Sciences education include the following areas of study:

Career, Community and Family Connections*
Consumer and Family Resources*
Consumer Services
Early Childhood Education and Service
Facilities Management and Maintenance
Family and Community Services
Food Production and Services
Food Sciences, Dietetics and Nutrition
Hospitality, Tourism and Recreation
Housing, Interiors and Furnishings
Human Development*
Interpersonal Relationships*
Nutrition and Wellness*
Parenting*
Textiles and Apparel

*Indicate core areas, all others are occupational areas.

23. The Family & Consumer Sciences National Standards can serve as a curriculum guide in incorporating the reading, writing and math standards into useful, everyday life management skills.

24. According to the Pennsylvania Department of Education, the proposed academic standards for Family & Consumer Sciences in the State of Pennsylvania are listed as follows: 1) 9.1 financial and resource management, 2) 9.2 balancing family, career and community 3) 9.3 food science, dietetics and nutrition, and 4) 9.4 child care and development.

25. According to the Pennsylvania Department of Education, the proposed academic standard, number 9.1, for Family & Consumer Sciences is Consumer Sciences. Consumer Sciences includes resource management, spending plan, housing, consumer rights and responsibilities, income, purchasing, and services.

26. According to the PA Department of Education, the proposed academic standard, number 9.2, for Family & Consumer Sciences is Family Sciences. Family Sciences includes practical reasoning, balancing responsibilities, team work, organizing space, technology, family functions, life cycle, child growth and development and interpersonal communications.

27. According to the PA Department of Education, the proposed academic standard, number 9.3, for Family & Consumer Sciences is Family Nutrition. Family Nutrition includes food supply, food handling, meal preparation, nutrition, calories and energy and food science.

28. Title 22 from the Pennsylvania State Department of Education, adopted in January of 1999 states:

    (4.22) (c) planned instruction (in Family & Consumer Sciences) shall be provided to every student in the middle level program
    (4.23) (9) planned instruction (in Family & Consumer Sciences) shall be provided to every student in the high school program (See Appendix J)

29. Bill Flanagan, symposium speaker, emphasized the importance of education in the field of money management. Additionally, he stressed the importance of understanding how inflation affects the value of the dollar. According to Mr. Flanagan, inflation is the biggest threat to the investment dollar. Youth and education about money is the best asset to have. He advocates that children are educated about money management, both long and short-term goals. He further advocates education about decision-making. Children will be much better prepared to be successful in the world today and in the future if they know the risks and rewards of money management. He believes that financial education skills are developed in Family & Consumer Sciences curriculum. He believes young people prepared to make educated decisions about investments results in better future financial stability.

30. According to Sara Parks, symposium speaker, opportunities for Family & Consumer Sciences are available in the industries of weight control, health/fitness/nutrition, financial planning and home improvement/design.

31. According to Sara Parks, symposium speaker, society's values are changing. We are a mobile society and families are very active.

32. According to Sara Parks, symposium speaker, we are part of a global society. Society is reaching out for Family & Consumer Sciences to solve its many problems.

33. Several client groups (administrators, Board members, department members and parents) identified curriculum overlap as an issue to be explored.

34. The Parent Focus Group strongly agreed that some course content needed to be added to the existing curriculum. Suggested units included: after school activities, certification in Red Cross/babysitting, consumerism, community service, and visiting chefs to North Allegheny.

35. Skills needed for daily living (requiring practice and preparation) are: active listening, conflict management, parenting, family relationships, general works skills, and budgeting. (Erwin, Muron, McInnis, 1996)

36. The Family & Consumer Sciences curriculum at the high school level must be more relevant to pertinent issues and concerns of families, focus on family relationships, increase interpersonal conflict management skills, emphasize etiquette, provide decision-making skills, incorporate child development experiences and provide education learning opportunities. (Erwin, Muron & McInnis, 1996)

37. Dr. Nelson stresses the importance of a caring, stable adult in a child's life. Family & Consumer Sciences teachers provide this role and play a significant role in developing a capable adult through the "Family Relations" classes. (Nelson, 1996)

38. According to Maggie Claussel, a "desirable future" for consumers includes: entrepreneurism, management of personal finances, and knowledge of U.S. economy. (Claussel, 1998)

39. One hundred percent (100%) of respondents to the business survey believe it is critical that employees are able to accept a task, sequentially work through it and meet a deadline.

40. Over 75% of respondents to the business survey believe that students need to understand entrepreneurship, learn nutrition and healthy lifestyles, wardrobe and management care in order to be an effective employee.

41. Over 60% of respondents to the department graduate survey indicated that skills in child development, consumer education, and decision-making and goal-setting were important.

42. Over 50% of respondents to the department graduate survey indicted that skills acquired in problem solving and assisting with peer and family relationships were important.

43. Over 75% of respondents to the department graduate survey indicated that food preparation and meal management, nutrition and healthy lifestyles, and sewing skills were important.

44. Over 90% of the respondents to the school survey indicated knowledge of the following skills taught in the Family & Consumer Sciences curriculum: Nutrition and Healthy Lifestyles, Food Preparation Techniques and Meal Management, Decision Making and Goal Setting, Child Development, Hands-on Sewing and Consumer Education.

45. Seventy-eight percent (78%) of respondents to the parents' survey indicated that Family & Consumer Sciences provides ample opportunity to accept tasks, sequentially work through it and meet a deadline.

46. Middle school focus group participants strongly advocated that the skills of money management be added to the curriculum.

47. Student focus group participants (grades 6-12) unanimously agreed that life long skills learned in Family & Consumer Sciences were: responsibility, communication, team work, leadership and cooperation.

48. Students at McDowell Intermediate and Senior high schools, Erie, PA, are offered a wide variety of courses in Family & Consumer Sciences to enhance their personal and/or career goals.

49. The Family & Consumer Sciences curriculum in Worthington, Ohio focuses on problem solving, team building, leadership and management skills.

50. The Worthington School District Family & Consumer Sciences Department utilized the QUEST program throughout their curriculum, which emphasizes service learning.

51. Students in the Mentorship and Service Learning programs in the Worthington School District, leave the courses with a personal portfolio which includes resumes, job-related activities and references.

52. The Family & Consumer Sciences staff of the Worthington School District have unlimited accessibility for student field experiences that enhance their curriculum.

CURRICULUM
INDEPENDENT LIVING SKILLS

RECOMMENDATION #2

A. Rewrite the curriculum in the following courses to incorporate 1) financial and resource management, 2) balancing family, career and community, 3) food sciences, dietetics, and nutrition and 4) child care and development.

- Everyday Emergencies (Grades 9 and 10)
- Skills for Independent Living (Grades 9 and 10)
- Exploring Lifetime Skills (Grades 11 and 12)
- The Magic Years (Grades 11 and 12)
- Child Development Center Aide (Grade 12)

Based on the state mandated Chapter IV Academic Standards and Assessment (January, 1999).

B. The Family & Consumer Sciences Department recommends support of Dr. Domencic's Board Resolution of March 23, 1999 requesting a delay in implementation until the Fall of 2000. Logistics of the Planned Course of Study, student registration, and a revised Scope and Sequence justify the requested delay.

CONCLUSION

The Family & Consumer Sciences Department recognizes the need to meet state mandated requirements in curriculum.

FINDING

Chapter IV (Appendix K) mandates that a Family & Consumer Sciences course should be provided to every student in the high school program. Specific citation follows:

CHAPTER IV ACADEMIC STANDARDS AND ASSESSMENT
January 28, 1999

Chapter Four and FCS

Chapter Four, the State Boards revised chapter on "Academic Standards and Assessment" has been published in the Pennsylvania Bulletin. This chapter is proposed to replace Chapter 3, "Assessment," Chapter 5, "Curriculum," and Chapter 6, "Vocational Education." The following are the references to FCS within it:

Academic Standards and Planning P-3878

4.11. Purpose of public education.
(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:
(9) Family & Consumer Sciences
4.12. Academic Standards
(a) school entities may develop, expand or improve existing academic standards in the following content areas until the Board adopts standards under subsection (g) and rescinds the description of the corresponding content areas:
(7) Family & Consumer Sciences. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.
(g) In developing academic standards in subsection (a) content areas, the Secretary shall consult with educators, business and community leaders, and parents. Academic standards in the following content areas will be developed by the Secretary and presented to the Board no later than the following schedule:
September 1999 Family & Consumer Sciences

Curriculum and Instruction

4.22. Middle Level Education
(c) Planned instruction in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as separate course or as an instructional unit within a course or other instructional activity:
(11) Family & Consumer Sciences, including principles of consumer behavior and basic knowledge of child health and child care skills.
4.23. High School Education
Planned instruction in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as separate course or as an instructional unit within a course or other instructional activity:
(9) Family & Consumer Sciences, including principles of consumer behavior and basic knowledge of child health and child care skills.
(d) The following planned instruction shall be made available to ever student in the high school program:
(1) Vocational-technical education under 4.3 and 4.31-4.35 (relating to definitions and; and vocational education)

CURRICULUM DIVERSITY

RECOMMENDATION #3

Embrace cultural diversity throughout the Family & Consumer Sciences curriculum by preparing students to function in a global society, celebrating differences to understand and recognize diverse cultures and creating experiential opportunities for students to contribute to a globally, multicultural world.

CONCLUSION

Students must understand diverse cultures and be prepared to work effectively in a global society, global market, global economy.

FINDINGS

1. Jan Paschal, symposium speaker, advocated the partnering of suburban/urban schools in order to provide experienced opportunities for students in both communities.

2. Jan Paschal, symposium speaker and former Family & Consumer Sciences teacher, believes as teachers we need to emphasize family, country and a pride in who we are and what we can do.

3. According to Sara Parks, symposium speaker and Professor at Penn State University,

    - society's values are changing; we are a mobile society and families are very active.
    - we are part of a global society; society is reaching out for Family & Consumer Sciences to solve its many problems.
    - Family & Consumer Sciences is instrumental in helping to make families better citizens and productive members of society.

4. Family & Consumer Sciences education empowers individuals and families across a life span to manage challenges of living and working in a diverse global society. (FACSE, 1997)

5. By year 2050, minorities will become majority status. Family & Consumer Sciences professionals are preparing now for a multi-cultural America. (Claussel, 1998)

6. An effective middle school program is a balanced curriculum with three components: 1) Basic skills, 2) Personal development, and 3) Cultural development. (Guidelines for Middle Schools, PA Department of Education)

7. Family & Consumer Sciences offers emerging adolescent opportunities to understand our culture, to express their individuality and to acquire life-long skills. (Eichhorn 1995)

8. According to Sara parks, symposium speaker, Family & Consumer Sciences is instrumental in helping to make families better citizens and productive members of society.

9. Family & Consumer Sciences education empowers individuals and families across a life span to manage challenges of living and working in a diverse global society. (FACSE, 1997)

10. Despite heritage, ALL families will aspire to be "a healthy family" through Family & Consumer Sciences professionals. (Claussel, 1998)

CURRICULUM
FCCL (FHA/HERO)

RECOMMENDATION #4

Become active members of the Family, Community, and Career Leaders' (FCCL) organization, an affiliate of the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) organization by creating a local chapter involving our students in competition and infusing the proficiency events into the North Allegheny curriculum.

CONCLUSION

FHA/HERO provides career-related opportunities and varied experiences that correlate with the strands and goals of the Family & Consumer Sciences curriculum.

FINDINGS

1. North Allegheny's membership in the FCCL organization requires the following:

   - A Family & Consumer Sciences sponsor for each chapter or group, building specific,
   - A minimum of five (5) student members per chapter, building specific,
   - Sponsor a minimum of one (1) meeting per month, per chapter,
   - Membership fee per student is currently $12.00 ($7.00 - national dues and $5.00 - state dues) to be paid by each student member.

2. North Allegheny's membership in the FCCL organization provides the following:

   - Opportunities for students to compete at the state and national levels,
   - Scholarship opportunities,
   - Monthly national periodical with updated literature and opportunities,
   - Certificate of participation,
   - Curriculum support to chapter sponsors.

3. Students at the Berlin High School, New Hampshire, attribute their improved decision-making skills and problem-solving process to their involvement in the FHA/HERO organization.

4. Students involved in the FHA/HERO program, observed at the Berlin High School, demonstrated outstanding self-expression, poise, strong levels of self-confidence and articulate public speaking skills.

5. Students interviewed at the Berlin High School, who were directly involved in the New Hampshire FHA/HERO organization, believe that their skills in public speaking, communication, leadership, self-expression, planning and organization have improved dramatically as a result of their experiences in FHA/HERO.

6. Krystal L. Couture, Berlin High FCCL Parliament Union, states: FCCL chapters have the opportunity to achieve success in a very short time.

7. FCCL chapters provide an alternative to traditional school activity.

8. FCCL promotes public speaking.

9. FCCL provides exposure to many community service projects.

10. Students who become FCCL members have an opportunity to compete in areas of public speaking and community service.

11. FCCL gives students the opportunity to meet other students from across the United States and share experiences.

12. FCCL provides members with the ability to overcome problems by using decision-making skills.

13. FCCL provides students with an opportunity to increase confidence skills, as well as provide opportunities for self-expression and professionalism.

14. Melissa Johnson, of Berlin High FCCL chapter, states that members in an FCCL chapter provide skills in communication, teamwork, planning and organizing skills and friendships.

15. According to the FHA/HERO information sheet, FCCL (an affiliate of FHA/HERO) is a national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through Family & Consumer Sciences.

16. FCCL provides students with the only in-school student organization with the family as its central focus, as stated in the FHA/HERO information sheet.

17. The FHA/HERO information sheet states that members have the opportunity to expand their leadership potential and develop skills for life, necessary in the home and work place.

18. The FHA/HERO program directors in the Worthington School District indicated that the "Cluster" meetings helped students develop strong relationship and leadership skills.

19. Students in the FHA/HERO chapter in the Worthington School District were developing strong presentation, leadership and organizational skills.

20. Applicable FHA/HERO activities were incorporated throughout the Family & Consumer Sciences curriculum at Worthington School District.

21. FCCL (FHA/HERO) days were held in the Family & Consumer Sciences courses at Jefferson Worthington High School emphasizing the FHA/HERO strands. (Appendix J)

22. Berlin High School, New Hampshire, strongly incorporates the proficiency events of the FHA-HERO (Future Homemakers of America Home Economics Related Occupations) throughout their Family & Consumer Sciences curriculum. (Appendix J)

23. An observation of the work produced by the students in the Family & Consumer Sciences Department of Worthington School District, demonstrates strong organization, documentation and presentation skills.

CURRICULUM
TECHNOLOGY

RECOMMENDATION #5

Increase the use of technology-based programs and technology skills across the Family & Consumer Sciences curriculum.

CONCLUSION

Technological advancements continue to develop and become an integral part of every individual's education, family life, and career.

FINDINGS

1. Currently, computer application in the Family & Consumer Sciences occurs during: grade 8 (diet analysis), grade 9 and grade 10 (sewing and pattern design), grade 11 and grade 12 (room design), grade 6 (nutrition), grade 7 (consumer product research on the Internet). Seniors in Child Care use the Internet for identification of child-safe sites.

2. Four of the North Allegheny Board members interviewed agreed that the use of technology should be increased in the classroom.

3. The use of computer aided programs and up-to-date technology in Family & Consumer Sciences high school classes help students be better prepared for careers in the textile industry, as well as other manufacturing industries. (Brandes, 1997)

4. The use of up-to-date technology has increased career opportunities in clothing and textile design and manufacturing. (Brandes, 1997)

5. Trends in the textile industry reflect growth in areas of computer-aided clothing and textile design careers. (Brandes, 1997)

6. Sixty percent (60%) of the respondents to the school survey indicated that computers are incorporated into the Family & Consumer Sciences curriculum.

7. Students in the Worthington School District Family & Consumer Sciences courses utilize computers for portfolios, research and journals.

8. The middle school Family & Consumer Sciences Departments in the Millcreek School District have 3-4 computers in each classroom for students' use, as well as a computer at each teacher's desk.

9. The Worthington School District has a computer at each teacher's desk which is used for the daily attendance, announcements, and e-mail among the district, as well as for the teacher's use.

10. According to Sara Parks, symposium speaker, common trends to reshape the Family & Consumer Sciences profession are: technological knowledge and information which are driving our economy must be updated with the latest research and information.

11. According to Sara Parks, symposium speaker, technology is the bridge to the future. In addition to utilizing technology, we must teach process.

12. As more purchases are made on-line, Internet skills to do this will need to be taught. (Journal of F&CS, 1998)

13. Student focus group participants (grades 6-12) unanimously agreed that technology and audio visual materials needed to be updated.

CURRICULUM
PROJECT ALERT

RECOMMENDATION #6

Incorporate the "Project ALERT" substance abuse resistance training program into the Family & Consumer Sciences curriculum at the sixth grade level.

CONCLUSION

The Family & Consumer Sciences Department recognizes the need for students to acquire knowledge for making informed decisions about substance use and abuse.

FINDINGS

1. "Project ALERT," a program developed by the Pennsylvania Department of Education, contains units that directly correspond to the Family & Consumer Sciences curriculum and course terminal competencies. (Project Alert, 1998. P.D.E.)

2. The 1998 graduate survey reported 48.7% of the students perceive drugs to be a problem at the high school; 56.9% of the AP/Honors students had this perception also. (The Student Exit Study, Class of 1998, July 6, 1998, P. 52)

3. The 1998 graduate survey reported 44.4% of the students perceive drugs to be a problem at the intermediate high school; 49.7% of the AP/Honors students had this perception as well. (The Student Exit Study, Class of 1998, July 6, 1998, P. 52)

4. Schools, families and society need to help children learn to refrain from destructive acts: drug use/abuse and teen pregnancy. (Bempechant)

5. Per capita cigarette consumption among adults has fallen by nearly 30% since 1974, but there are still about 49 million smokers in the U.S.

6. Nicotine, in the form of cigarettes, is the second most popular drug (after alcohol) among adolescents. Almost a million young people take up smoking every year, and most of them start smoking on a daily basis when they are between 12 and 14 years old.

7. The rate of daily smoking among students has gone down, from 28.8% of the class of 1977 to 18.9% of the class of 1989 – although the rate of daily smoking among girls has increased slightly since 1987.

8. Cigarette smoking causes 85% of lung cancer in men and 75% in women. Those who smoke two or more packs per day have 15 to 25 times greater risk than do nonsmokers of dying from lung cancer.

9. Men who smoke less than ½ pack a day have a death rate about 60% higher than nonsmokers; above 2 packs per day, their death rate is 120% higher than normal.

10. Users of snuff may have 50 times greater risk of cancer of the cheek and gums.

11. About half of the high school seniors who smoke want to quit, and most think they will quit within five 5 years, but studies show that 73% still smoke an average of 8 years after leaving high school. About 70% of smokers who quit relapse in the first 3 months, but most people who keep trying to quit eventually do quit.

12. Smoking is the number one preventable cause of death, responsible for more than 16% of all deaths in the U.S.

13. Smokers spend an estimated 88 million more days sick in bed each year than do nonsmokers.

14. The 65,000 smoking related fires per year cause 2,300 deaths, 5,000 casualties, and property loss of more than $300 million.

15. Almost 24% of people over the age of 12 use alcohol at least once a week. Almost 9% of students start drinking before grade 6, and more than 3% have been drunk at least once by that grade. Of the students in the class of 1989, over 90% had tried alcohol at least once, and 60% used it at least once a month.

16. Young people tend to be binge drinkers. Of the class of 1989, only about 4% used alcohol daily, but fully 33% had 5 or more drinks in a row at least once in the previous two weeks.

17. Alcohol is involved in over half of all fatal auto accidents and a large percentage of the nonfatal ones. Alcohol related accidents cause 45% of the deaths of 15 to 19 year olds; alcohol use is involved in 50 to 65% of youth suicides; and alcohol related deaths of all kinds are the number one killer of 15 to 24 year olds. The use of alcohol is the primary reason for the declining life expectancy of people between 15 and 24.

18. About 10% of those of all ages who use alcohol develop the psychological and physiological dependence called alcoholism.

19. Young people who are prone to alcoholism reach the stage of alcoholic drinking in as little as 6 months to 3 years, compared with 10 years or more for adults. Over one third of alcoholics, 3.3 million, are under the legal drinking age.

20. Marijuana today contains on average 4-5%, and sometimes as much as 16%, of THC (the psychoactive ingredient). Marijuana grown in the 1960's and 1970's contained about 1% THC.

21. Marijuana is the most widely used illicit drug in the U.S. The growing and distribution of marijuana is estimated to be $20 to $30 billion a year business. Marijuana rivals corn as America's number one cash crop.

22. More than 66 million Americans, more than one third of Americans over the age of 12, have tried marijuana at least once in their lives. More than 6% use it once a month or more.

23. A National Institute of Drug Abuse study found that almost 44% of the class of 1989 had used marijuana at least once.

24. Sixty-one percent (61%) of daily users started before the 10th grade, and 6% of 12 years olds have used marijuana.

25. The use of marijuana may be especially harmful in adolescence, when rapid physical and sexual development are taking place.

26. Marijuana smoke has more cancer causing agents than cigarette smoke.

27. As of 1989, more than 21 million people age 12 or over, has used cocaine in some form, more than 8.2 million in the previous year and more than 2.9 million in the previous month.

28. A little over 10% of the class of 1989 had tried cocaine at least once, compared with 17.3% of the class of 1985 and 12.1% of high school seniors had used cocaine in the previous 30 days, down from 6.7% in 1985 and 3.4% in 1988. The percentage of the class who had used crack at least once dropped from 5.4% in 1987 to 4.7% in 1989.

29. Cocaine is dangerous, even for the first time users. Cocaine use was the number one cause of drug related emergency room visits in 1986, up from third place in 1985.

(Findings 6 – 29 are directly from the "Here's Looking at You 2000" program fact sheets. This program is currently used by the North Allegheny School District elementary schools.)

30. Studies have proven the Project ALERT program effective at helping young people identify and resist pressures that lead to experimentation with drugs and at preventing teenage experimenters from becoming regular drug users. Project ALERT is organized into 14 lessons – 11 in the core program and 3 booster lessons to be taught the following year.

31. Middle grade students are a group vulnerable to social influences but not yet heavy users of alcohol, cigarettes, marijuana or other drugs.

32. Adolescents start using drugs primarily because of social influences (peers, parents, siblings, media) and because they want to emulate behavior they view as mature and independent.

33. Drug prevention programs must help students develop the motivation to resist using drugs. Studies have shown that the following four factors help increase motivation and build resistance skills: providing discrete or proximal goals that can be achieved in a single lesson, actively involving students in the learning process, developing skills through demonstration and practice, encouraging self-efficacy through positive and task specific feedback.

34. Drug prevention programs should target substances that are used first and most widely by young people.

35. Much adolescent behavior stems from modeling the behavior of admired others – in particular, older teenagers who are close in age and, therefore, understand their concerns but have the authority of greater experience.

36. Adolescents are much more likely to absorb new information and learn new skills when they are actively involved in the learning process.

37. The following strategies, drawn from research on effective learning and behavior change are critical to successful program delivery: resistance self-efficacy, active student involvement and practice, modeling, reinforcement, validation, proximal goals, respect, enthusiasm.

38. Project ALERT was tested with 7,000 7th and 8th graders at 30 schools in California and Oregon. The schools were in urban, suburban and rural communities encompassing wide socioeconomic and ethnic diversity. Findings showed the following:

- The program was equally effective in schools with substantial minority populations and in predominantly white schools;
- For 7th graders who had never tried marijuana, 1/3 fewer program participants began using it than did those in the control group;
- The program also reduced frequent marijuana use among high risk students – those who were most likely to become regular users because they had already tried cigarettes or marijuana;
- For those who had already experimented with cigarettes, regular smoking was cut by as much as 50 to 60 percent after participation in the program; and
- Booster lessons proved critical. They maintained marijuana curtailment in the 8th grade and prompted significant reductions in cigarette smoking.

39. Project ALERT effectively prevented or reduced marijuana, cigarette, and alcohol use among young adolescents from widely different community and school environments. It helped both high- and low-risk students and proved successful in schools with both high and low minority populations. It offered the prospect of preventing or delaying progression to harder drugs.

40. Two reports, one from the Institute of Medicine and the other from the Surgeon General, concluded that advertising was an important factor in young people's tobacco use.

41. In 1996, President Clinton approved a comprehensive initiative put forth by the Food and Drug Administration to reduce youth tobacco consumption by 50 percent over seven years.

(Findings 30-41 are directly from the Project ALERT teaching manual, 1997 BEST Foundation for a Drug Free Tomorrow.)

42. According to the 1997/1998 North Allegheny Discipline Report, in grades 9-12 there were a total of 13 student expulsions. Sixty-nine percent (9 students) were for violation of the district's drug and alcohol policy. North Allegheny Intermediate had a total of 9 expulsions – 4 for drug and alcohol violations, 4 for weapons policy violations. North Allegheny Senior High School had a total of 4 expulsions – all 4 were for drug and alcohol violations.

43. In the 1997/1998 school year, 78 out-of-school suspensions were assigned. Thirty-two of the suspensions administered were for threatening/intimidating others and violation of the drug and alcohol policy.

44. In the 1997/1998 school year, from data analysis, the following conclusions regarding substance abuse were made in the report: School data reflects a decrease in the number of students who were caught smoking in school.

45. Both school data and national trends reflect an increase in drug and alcohol use. Due to increase in availability and drug potency, the North Allegheny District Discipline Report recommends that Student Assistance Teams have more involvement in the schools.

(Findings 42-45 are directly from the North Allegheny District Discipline Report, 1997/1998 school year.)

46. In 1997, of the students referred district-wide, 14% were recommended for drug and alcohol assessments. In 1998 the percentage increased to 17%. There was a decline in the number of referrals, however; 450 in 1997 and 346 in 1998.

47. In 1997, a committee established by the North Allegheny Board of School Directors to oversee the North Allegheny Drug and Alcohol Policy reported back that the "drug problem" is a concern for North Allegheny students. They based this concern on the following findings from the PRICE survey:

- Teen smoking rose to 50.2% from 48.2% in the 1995/1996 school year. Liquor use rose from 53.4% to 54.9%.
- Use of illegal drugs remained at about 25% for senior high school students.

- Only 31% of students surveyed said that their parents warned them about drugs often; students frequently cautioned against drug use showed 30% less drug use.
- Alcohol is the most widely used substance at any age and is the first substance tried;
- Students believe their friends to be more accepting of usage than they are themselves;
- Violence and drug use are related;
- Students with positive school experiences, those involved in athletic activities and volunteer work, are less likely to use drugs;
- Alcohol consumption occurs most often at parties and at friends' houses.

48. The 1997 Committee established by the North Allegheny Board of School Directors identified several areas that the district needs to address. Several of those areas are similar to the concepts presented in Project ALERT.

- Everyone is not doing it;
- Prevention programs should begin in upper elementary and middle school;
- Importance of consistence in delivery of information;
- Stress decision-making skills (Life Skills Competencies); and
- Variety of learning activities.

(Findings 46-48 are directly from the North Allegheny School District Reported submitted for Safe and Drug Free Schools and Communities Grant, Jim Pegher, 1998.)

CURRICULUM
HUMAN GROWTH AND DEVELOPMENT

RECOMMENDATION #7

Include an 8th grade component of Human Growth and Development in the Family & Consumer Sciences curriculum, utilizing the certified school nurses as a resource.

CONCLUSION

Students at middle level need consistent, accurate information about health education in order to make informed decisions. The Human Growth and Development curriculum is an interdisciplinary concept.

FINDINGS

1. Students' retention of Human Growth & Development concepts is hindered between grade 7 and grade 9 due to lack of continuity in the Human Growth & Development program.

2. It was recommended by a sub-committee of the Health Services Review that Family & Consumer Sciences include an 8th grade component of Human Growth and Development addressing choices, relationships, dating, etc. (Health Services Review, 1998)

3. Currently, in North Allegheny, there is no existing health curriculum for eighth grade.

4. The characteristics of a good middle school include a strong health education program that helps students understand changes that are occurring within themselves. This program teaches nutrition, drug abuse and sex education as major topics for study and discussion. (Moss, 1971)

5. Families of all heritages will aspire to "a healthy family" through Family & Consumer Sciences professionals. (Claussel, 1998)

6. The advantages of the interdisciplinary approach are: to develop better self-understanding, to proceed at a pace commensurate with their interests, skills, and experiences, to have more opportunity to reinforce and improve skills, pursue special interests or to experience inquiry processes, to see present interrelationships and focus on past and present cultures, and to have experiences in developing their individual responsibilities. (Philip Pomerantz and Ralph Galano 1977)

7. The Family & Consumer Sciences curriculum at Kilbourne Middle School, Worthington, Ohio, is team taught by Health, Guidance, and Family & Consumer Sciences teachers.

8. Developmentally, 8th grade students are acquiring a variety of social skills and are refining decision-making skills.

9. Fifty-seven percent of the respondents to the school survey indicated that the Family & Consumer Sciences staff participates in interdisciplinary units within their buildings.

10. Over 80% of the respondents to the school survey indicated that the Family & Consumer Sciences Department teaches the skills of family and peer relations.

11. Over 70% of respondents to the parents' survey indicated a high level of satisfaction with food-preparation techniques and meal management, nutrition and healthy lifestyles, and hands-on sewing.

CURRICULUM
CHILD CARE

RECOMMENDATION #8

A. Explore the pursuit of a child care certification program which would provide senior high school students advanced community employment opportunities.

B. Explore expanding the child care/nursery school class to include a practicuum experience and college credit.

CONCLUSION

Child care education is essential for today's diverse family situations.

FINDINGS

1. In 1994 one third of all United States families were headed by a single parent. (Lawhon, 1996)

2. Eight states currently require parenting classes for graduation. (California, Delaware, Michigan, New Jersey, New York, Tennessee, Vermont, Virginia) (Lawhon, 1996)

3. Students in Berlin High School, New Hampshire, who complete their second year of child care receive a child care certification stating the competencies gained through their work and experiences in child care. (See Appendix L)

4. In 1991, one in five children were cared for by fathers; 1.4 to 2 million fathers stay home to care for children; 19% non-custodial fathers see children less than once a month or never. (Lawhon, 1996)

5. When the father is absent from the home, girls are more likely to become teen mothers. Fatherless children are more likely to be impoverished, incarcerated, drug addicted, mentally ill, depressed, suicidal, targeted for sexual abuse, school dropouts, jobless and less ambitious. (Lawhon, 1996)

6. Fathers impact a child's health. Sons of alcoholic fathers are four times more likely to be alcoholics. (Lawhon, 1996)

7. Parental involvement and nurturing are important to the total development of the child. (Lawhon, 1996)

8. Dads, who diaper, feed and bathe newborns, feel better about infants, wives and marriage. (Lawhon, 1996)

9. Father's nurturance and guidance enhance child's autonomy and intimacy. (Lawhon, 1996)

10. First time fathers are involved in child care 25% of the time while wives carry 75%. (Lawhon, 1996)

11. Students at Berlin High School, New Hampshire, and McDowell High School, Erie , PA, earn college credit upon completion of the Child Care 1, Child Care 2 and extensive work in a child care facility.

12. Senior High student focus group participants strongly agreed that students benefit greatly from the MAGIC YEARS.

13. The child development certificate program from McDowell High School in Erie, PA allows Family & Consumer Sciences students to enhance employment opportunities by completing the certificate program. (See Appendix K)

14. After successful completion of the Child Development course in the Worthington School District, Worthington Ohio, students have had an excessive elementary school field experience, allowing them the opportunity for career exploration.

15. Students are made more aware of parental responsibilities following parenting education classes. (Norris, 1997)

16. High school students in Worthington School District, Worthington, Ohio, who complete the Family & Consumer Sciences Mentorship program, have earned 45 hours of internship experience toward career goals.

CURRICULUM
NUTRITION AND HEALTHY LIFESTYLES

RECOMMENDATION #9

Following year one of the course NUTRITION, FITNESS and YOU at the North Allegheny Intermediate High School for the 1999/2000 school year, explore the creation of a parallel offering at the middle school and high school levels to emphasize nutrition and healthy lifestyles grades 6 through 12.

CONCLUSION

The importance of proper nutrition and healthy lifestyles is a national concern.

FINDINGS

1. Kim Crawford, symposium speaker and Professor at the University of Pittsburgh, shared the following assertions:

   a. children are not being taught proper nutrition at home, therefore, they must be taught proper nutrition at school,

   b. lifestyles of children are leading to premature death and pediatric onset of chronic diseases,

   c. nutrition continues to be a critical subject that needs to be taught to youth,

   d. believes the best place to promote nutrition is in the schools. Ninety-five percent (95%) of children are enrolled in schools, one to two meals a day are eaten at school, and one third to one half of the children make their own food choices.

   e. changing lifestyles have impacted childhood nutrition. Diet-related problems, excess calories, excess fat, high consumption processed foods, low fruit and vegetable consumption, low dairy consumption are due to changing lifestyles.

   f. osteoporosis affects more than 28 million Americans and is related directly to low calcium intake. Calcium is critical in the adolescent years because 50% of our bones' mass is obtained and 50% of our adult height is reached. Forty percent of teenage girls fail to meet calcium requirements because they consume less than one serving from the dairy group per day.

   g. seven out of ten boys do not get calcium requirements. Nine out of ten girls do not meet calcium recommendations.

   h. childhood obesity is rising. One in five adolescents in the United States is overweight. Obesity is related to the following diseases: Heart Disease, Diabetes, Cancer, Gall Bladder, Hypertension and Stroke.

2. Prevention programs for teenage eating disorders should emphasize nutrition education. (Nagel & Jones, 1993)

3. Students participating in the "Nutrition Fair," sponsored by the Dietetic Department of the University of Pittsburgh, were able to identify career opportunities in Family & Consumer Sciences, the importance of a healthy breakfast, sports medicine, and healthy snacking.

4. In Worthington, Ohio, the Worthington School District's Nutrition Education Program, *Food and Fitness*, emphasized problem-solving skills related to healthy living.

5. Over 75% of respondents to the department graduate survey indicated that food preparation and meal management, nutrition and healthy lifestyles, and sewing skills were important.

6. Over 90% of the respondents to the school survey indicated that the following skills are taught in the Family & Consumer Sciences curriculum: Nutrition and Healthy Lifestyles, Food Preparation Techniques and Meal Management, Decision Making and Goal Setting, Child Development, Hands on Sewing and Consumer Education.

INSTRUCTIONAL TIME

RECOMMENDATION #10

Revisit the scheduling recommendations of the Middle School Day Committee. Collect data on client satisfaction with current structure.

Middle school students in grades 6 and 8 continue to receive a minimum of 12 weeks of instruction in Family & Consumer Sciences. Middle school students in grade 7 should receive a minimum of 6 weeks of instruction in Family & Consumer Sciences; 12 weeks of instruction in grade 7 would strongly enhance what middle school students need.

CONCLUSION

Research on middle level education advocates exploration, hands-on learning, group activities, and practical experiences for the emerging adolescent. The Family & Consumer Sciences curriculum provides these experiences for our young people.

FINDINGS

1. Outstanding middle schools develop exploratory programs (such as Family & Consumer Sciences) that help students explore their personal needs and interests. (Essential Ingredients for Outstanding Middle Schools)

2. Each student should acquire the knowledge, skills and attitudes necessary for successful personal and family living . . . includes Family & Consumer Sciences, consumer education and child development. (Guidelines for Middle Schools, PA Department of Education)

3. A curriculum area that is quite essential is self-expression – this is included in Family & Consumer Sciences. (Eichhorn 1995)

4. Family & Consumer Sciences offers emerging adolescent opportunities to understand our culture, to express their individuality and to acquire life-long skills. (Eichhorn 1995)

5. The success of outstanding middle schools in teaching basic skills as part of a sound, general education program reinforces the "back to basic" advocates as a dehumanizing threat to our children. (Eichhorn 1995)

6. Learning how to learn and the development of the individual social, intellectual and living skills must be included in the middle school educational experience. (Essential Ingredients for Outstanding Middle Schools)

7. The rationale for middle school originates from the learner (10 – 14 years) and their specific characteristics and needs (characterized by change and variability). Assessment of such needs can be accomplished by involving students in learning experiences which illustrate that life is interdisciplinary. (Guidelines for Middle Schools, PA Department of Education)

8. An effective middle school program is a balanced curriculum with three components: 1) Basic skills, 2) Personal development and 3) Cultural development. (Guidelines for Middle Schools, PA Department of Education)

9. A curriculum model for middle school age should be comprehensive. It should have the following components: Analytical, Dynamics – child should have knowledge of their growth patterns, and Self-expression. (Eichhorn 1995, Pg. 37)

10. We must focus on the needs of the students at this age level (10 – 14). (Eichhorn 1995)

11. Middle school age is the time when basic learning skills so vital for future professional fields can be developed or ruined. (Eichhorn 1995, Pg. 77)

12. Alexander suggests (curriculum) activities fall into three areas:

    - Learning skills,
    - General studies, and
    - Personal development. (Philip Pomerantz & Ralph Galano 1977)

13. Interdisciplinary programs open new avenues for reaching and "turning on" all pupils and responding to their needs. (Philip Pomerantz & Ralph Galano 1977)

14. An interdisciplinary focus tends to better develop competence in continued learning and generalized skills. (Philip Pomerantz & Ralph Galano 1977)

15. The interdisciplinary approach recognizes the uniqueness of areas of knowledge and disciplines and seeks to observe the inter-relationships between them. (Philip Pomerantz & Ralph Galano 1977)

16. The advantages of the interdisciplinary approach are: to develop better self-understanding, to proceed at a pace commensurate with their interests, skills, and experiences, to have more opportunity to reinforce and improve skills, pursue special interests or to experience inquiry processes, to see present interrelationships and focus on past and present cultures, and to have experience in developing their individual responsibilities. (Philip Pomerantz and Ralph Galano 1977)

17. Students need to learn to write better, work more productively in groups and how to learn. (Becker, Henry J. 1990 Pg. 453)

18. If classroom time is spent mainly listening to lectures and work dealing with isolated facts, they will leave school with little cultural understanding. (Becker, Henry J. 1990 Pg. 453)

19. Schools should put greater emphasis on "active learning" and "higher-order-thinking." (Becker, Henry J. 1990 Pg. 453)

20. Research in the development of adolescents states that schools should provide: 1) a wider range of subjects, 2) increase in cognitive tasks and 3) greater variety of modes of learning. (Becker, Henry J. 1990)

21. Students in the middle schools of the Worthington School District, Worthington, Ohio, have had opportunities for career exploration through developing an Individual Growth Plan upon completion of the Family & Consumer Sciences program of study.

COMMUNITY OUTREACH

RECOMMENDATION #11

Continue Family & Consumer Sciences community outreach programs and expand the scope of the North Allegheny Family & Consumer Sciences' partnerships within and beyond our community.

CONCLUSION

The Family & Consumer Sciences Department is a vital link between the school and the community, supporting people of all ages, all conditions of wellness, and all aspects of need. This linkage provides an invaluable public service. *(See Appendix M for letters of appreciation received from community outreach initiatives.)*

FINDINGS

1. The Family & Consumer Sciences Department spearheaded a book drive for the flood victims in Del Rio, Texas. Total number of books collected in a two-week period was 17,900 (November 1998).

2. Since 1974, North Allegheny Intermediate Family & Consumer Sciences Department sponsored the "Over Fifties" program for community members of the North Allegheny School District.

3. The Director of Public Policy and Professional Development, Mary Ellen Saunders, suggests that Family & Consumer Sciences teachers should assume leadership among organizations with mutual purposes. (Saunders, 1998)

4. Parenting education classes in Family & Consumer Sciences curriculum are beneficial in providing students with significant, positive attitudes towards children and parenting. (Norris, 1997)

5. Jan Paschal, symposium speaker, believes that in order for us to help families, the Family & Consumer Sciences teachers need help from the community. The community can guide the Family & Consumer Sciences teachers as to the needs of our society and we can work as a team to accomplish those needs.

6. Jan Paschal, symposium speaker and former Family & Consumer Sciences teacher, believes as teachers we need to emphasize family, country and a pride in who we are and what we can do.

7. Jan Paschal stated that Family & Consumer Sciences teachers must continue to: believe in children, teach skills needed for life, be proactive, build coalitions, take ourselves seriously, and involve self in community service programs as leaders. If Family & Consumer Sciences accomplishes this, the results will be feelings of accomplishment, unity, and sense of belonging.

8. Jan Paschal, symposium speaker, stated that the schools' offerings to children depend on communities and families and that Family & Consumer Sciences teachers are an integral part of this partnership.

9. Over 70% of respondents to the business survey agree that school and business should be partnering for the betterment of our students' success.

10. Over 60% of the respondents to the school survey indicated that they receive no additional financial support from local, state or federal funding.

11. The Worthington School District Middle School students in the Family & Consumer Sciences curriculum are required to volunteer ten hours to their community by the completion of eighth grade.

12. High school students in Worthington School district, Worthington, Ohio, who complete the Family & Consumer Sciences Mentorship program, have earned 45 hours of internship experience toward career goals.

13. The Family & Consumer Sciences staff of the Worthington School District have unlimited accessibility for student field experiences that enhance their curriculum.

14. Interested students in the Creative Sewing class (NAIHS) traveled to New York City (Spring, 1999) to see the potential career opportunities available for their future.

15. Students enrolled in the Living Skills class at North Allegheny Intermediate have contributed to a variety of outreach programs: 1) Teaching Dolls, which allow medical staff to prepare children for forthcoming medical procedures, have been made and delivered to Children's Hospital for ten years, 2) Children's Youth Services were the recipients of Hug Security Bears and Ditty Bags containing basic needs, such as toothbrushes, combs, etc. for children removed from abusive and unstable conditions in the family unit, and 3) Entrepreneur endeavors were successful in raising monies for contributions to various organizations such as Special Olympics and Children's Youth Services. Students from the Business Department supported the efforts.

16. The nursery school students are drawn from the district in Child Development Class at North Allegheny Senior High

17. Family & Consumer Sciences teachers sewed tote bags for women who suffered breast cancer for the American Cancer Society.

18. Seniors in the Child Development class participated in an inter-district pen pal program with Wexford Elementary of the Pine-Richland School District for the purpose of establishing inter-district relationships, as well as experiencing children's skills and interests at a variety of grade levels.

19. Students enrolled in Creative Sewing at North Allegheny Intermediate made fleece mittens and hats as an outreach activity. NAI Foods for Today & Adventures in Foods prepared holiday cookies for Meals on Wheels.

20. For the past six years, the Family & Consumer Sciences classes at the high school have prepared cookies for the senior citizens attending the fall performance of the high school play.

21. Carson Middle School eighth graders in Family & Consumer Sciences, partnered with the Intermediate students in the leadership class to design and construct cloth bags filled with toiletries for the abused women at Bethlehem Haven. (November 1997)

22. The Ingomar Middle School Family & Consumer Sciences Department invited all students and faculty to attend a talk and slide presentation about the homeless of Pittsburgh given by Neil Davidson, Operation Safety Net. Operation Safety Net is headed by Dr. Jim Withers and tends to the health needs of the homeless. Students were asked to bring in personal care products to be distributed to those in need. (Spring, 1998)

23. Eighth grade students at Ingomar Middle School constructed muslin dolls with blankets to distribute to patients in the pediatric unit of Mercy Hospital. Those "Hospital Buddies" served to comfort the children and became theirs to take home (Fall, 1997)

24. Ingomar Middle School 8th grade Family & Consumer Sciences students planted sunflowers in school and then transplanted the seedlings to various areas in the community as a beautification project (Spring, 1997)

25. Students from 6th, 7th and 8th grade at Ingomar Middle School taking Family & Consumer Sciences recently wrote notes of encouragement and prepared baked goods for a faculty member and his family faced with the tragedy of losing everything in a house fire. (December 1998)

26. In 1998, Ingomar Middle School, participants in the Children's Charity Group (CCG), organized a Sweater Drive in honor of the 30th anniversary of Mister Rogers' Neighborhood. Two hundred and thirty sweaters were donated and then distributed to the needy by Mister Rogers.

27. In 1998 and 1999, Ingomar Middle School 7th and 8th grade students became involved with Operation-Save-A-Life. Students make and deliver 40 meals, with every trip. The foods are donated by community businesses. They also donate sleeping bags, blankets, coats, hats, mittens, white socks, and toiletries to the unsheltered homeless in Pittsburgh.

28. In 1998 and 1999, Ingomar Middle School 8th graders made 30 dozen cookies and delivered them to the North Hills Food Bank where North Allegheny School District is the greatest supplier of food for the needy.

29. In the last several years, Ingomar Middle School 8th graders have visited several nursing homes in the North Hills with planned programs and handmade gifts for the Rose Valley Nursing Home and Valencia Woods Nursing Home.

30. For the past six years, Ingomar Middle School, participants in the Children's Charity Group (CCG), have planned parties for disadvantaged children; they have also made tote bags filled with donated toys, games, and books. Animal and patchwork pillows have been crafted and twelve patchwork bed quilts for the disadvantaged children at Bradley Center have been completed.

31. For the past five years, Carson Middle School students have participated in the Jump-A-Thon, raising thousands of dollars for the American Heart Association. The Family & Consumer Sciences and Physical Education departments have collaboratively sponsored the activity.

32. Carson Middle School students in the Family & Consumer Sciences baked and delivered thirty-two (32) dozen cookies for the North Hills Community Outreach (October 1998).

33. For the past ten years, Ingomar Middle School students in the Family & Consumer Sciences designed and constructed a quilt and donated it to the Bradley Center, a home for disadvantaged children.

34. The department chairperson of Family & Consumer Sciences indicated that the North Allegheny Senior High School receives ongoing inquiries for qualified babysitters and day-care workers.

35. The eighth graders in Family & Consumer Sciences at Marshall Middle School have done various community service projects for the last five years. The students visit nursing homes in the area to socialize with residents. They visit, play games, make tray favors, and just talk to the residents. They take treats, that they make themselves, and share as they talk. Everyone gains from the experience.

36. Students at Marshall Middle also visit World Vision, a non-profit organization, established to help needy people throughout the world. They help to sort and pack new clothes.

37. Family & Consumer Sciences professionals provide skills that help families develop relationships with elderly and work with elderly. By 2030, 20% of the population will be over 65. (Claussel, 1998)

CURRICULUM
AFTER SCHOOL PROGRAM

RECOMMENDATION #12

Explore the possibility of creating an after school program at middle level sponsored by Family & Consumer Sciences Department. *(Concepts for consideration include: pursuing an external corporate sponsor(s), providing enrichment opportunities in the areas of Technology, Think College Early, America Reads, Diversity, etc., providing a high school mentoring program for our middle school students.)*

CONCLUSION

Prevention programming during non-school hours is an increasing need for our adolescents.

FINDINGS

1. Proactive Family & Consumer Sciences professionals can help prevent problems rather than try to deal with problems, in regards to children and students. (Nelson, 1996)

2. Jan Paschal, symposium speaker, advocated Family & Consumer Sciences teachers become involved in after school programs. She further stated that Family & Consumer Sciences teachers should train student aides to work with other students after school to benefit all children by building understanding and improving self-esteem.

3. Design programs to prevent problem behavior and promote positive youth. Lerner further contends that in order to build a caring community, we must involve family, peer group, work place and school. (Lerner, 1995)

4. Twenty-eight million children are between the ages of 10 and 17. Fifty percent engage in two or more risk activities (drugs, alcohol, sex, school failure, crime, etc.); ten percent engage in all four. ALL of America's children are at risk. (Lerner, 1995)

5. Four major categories of risk behavior in late childhood and early adolescence include: drugs and alcohol use and abuse, unsafe sex, teenage pregnancy, teen parenting, school under-achievement, failure and drop out and delinquency, crime and violence. (Lerner, 1995)

6. It is estimated that over 87,000 youth are unsupervised during after school hours. (Plastimenh)

7. According to one recent large scale study, latchkey children are at a significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behaviors, and substance abuse. (Dwyer et al, 1990)

8. Latchkey children spend more time unsupervised during a year than they do in a classroom. (Calculations with full time traditional work schedule.) (Carnegie Foundation)

9. Latchkey children are 2/3 more likely to be victims of violent crimes than the general population. (U.S. Department of Justice)

10. Violent crimes by youth are most likely to take place at the close of the school day, between the hours of 3:00 and 6:00 p.m. (U.S. Department of Justice)

11. Latchkey children are 1.7 times more likely to use alcohol and 1.6 times more likely to smoke cigarettes. (CSAP)

12. The hours between 3:00 and 6:00 p.m. are the mostly likely time for youth to engage in sexual intercourse. (Carnegie Foundation)

13. One point two million latchkey children go home to houses with guns in them. (Carnegie Foundation)

14. Children attending after school programs have better peer relations, emotional adjustment, and better grades and conduct in school. These children were exposed to more learning opportunities, spent more time in academic and enrichment activities, and spent less time watching television. (Posner and Vandell 1994)

15. Teachers and principals are recognizing the positive effects of good quality programs on their students. *The Cooperative Extension Service, et al 1994, studied the effects of 6-1 programs that had received their assistance in 15 states. Teachers said that the programs had caused children to become more cooperative, learned to handle conflict better, developed an interest in recreational reading, and were getting better grades. Over one third of the principals stated that vandalism had decreased as a result of the program. In addition, 16 percent of participants avoided being retained in grade due to program participation, resulting in a savings of over $1,000,000. (Cooperative Extension Service)*

FUTURE IMPACT

FUTURE IMPACT

The recommendations of this report have impact in three areas: Program, Staff In-Service, and School/Community Partnership.

Program

1. Infusing the elements of FCCL into the North Allegheny curriculum will provide additional opportunities for students to utilize empowering skills in competition.

2. Embracing cultural diversity throughout the Family & Consumer Sciences curriculum has the potential to enhance students' interpersonal relationship skills.

3. The revamping of the curriculum to a problem-focused approach with an emphasis on process learning can have a powerful impact on student learning and student outcomes.

4. Increased use of technology in practical applications.

Staff In-Service

1. Additional time beyond the PDC allotted days will be needed to rewrite curriculum (approximately 2-4 days).

2. In-service time needed to train 5 of the 8 staff on "Project ALERT." Three of 8 received training in the 1998/1999 school year. Those already trained will deliver the training.

3. In-service time allotted for Technology will be needed to preview, purchase and learn new software that complements the curriculum.

School/Community Partnership

1. To acquire accreditation for child care programming, the child care instructor needs to attend a training session at the Department of Public Welfare. Additionally, a meeting with P.D.E. is required for endorsement of the curriculum. Partnering with local universities who provide Family & Consumer Sciences certification will be necessary.

2. Expanding the scope of the Family & Consumer Sciences partnerships in the community can provide students with additional opportunities, leadership skills and community service.

3. Pursuing partnerships with culturally diverse student populations can provide all students with first hand experiential opportunities.

BUDGET PROJECTION

BUDGET PROJECTION

1999/2000	Potential need for mini-grants for eleven (11) teachers to complete curriculum writing	
	11 (teachers) x $200.00	$ 2,200.00
	Supplemental Resource Materials	
	5 (buildings) x $300.00	1,500.00
	Subtotal	$ 3,700.00
2000/2001	Projected purchase of curriculum material in 8th grade to supplement the unit on Human Growth and development	
	videos	500.00
	1 computer program	
	(site license for 3 middle schools)	1,000.00
	Projected purchase of computer programs tied directly into the Family & Consumer Sciences Curriculum	
	4 computer programs	
	(site license for secondary schools)	4,000.00
	Subtotal	$ 5,500.00
	Projected purchase of ten (10) computer stations throughout the Family & Consumer Sciences department	
	2 per middle school	
	2 @ NAIHS	
	2 @ NASH	
	10 (computers) x $2,000.00	$ 20,000.00
	Subtotal	$ 20,000.00
2001/2002	No costs projected	
2002/2003	No costs projected	
	TOTAL	**$ 29,200.00**

APPENDICES

APPENDIX A

PHILOSOPHY

FAMILY AND CONSUMER SCIENCES PHILOSOPHY

The mission of the Family and Consumer Sciences Department is to empower individuals, strengthen families and enable communities through education and application. Family and Consumer Sciences embraces the unifying focus of relationships. We prepare the students to become responsible community members; we strive to meet individual and family needs within and outside the home; we foster respectful and caring relationships in the family, work place and community; we emphasize the significance of family, regardless of definition, and its impact on the well-being of individuals and society.

The Family & Consumer Sciences Department takes leadership in improving individual, family and community well-being, responding to societal change, and enhancing the human condition. We believe in a diversity that strengthens individual, family and community. We believe in the right to educational opportunities for all individuals to enhance their intellectual development and maximize their overall potential. We believe education is a lifelong process that supports the development of the knowledge and skills that students need both now and in the future.

Our profession is dedicated to supporting the strength and vitality of families as the fundamental unit of society. Our profession is involved in the critique, development and implementation of policies that support individuals, families and communities. Our profession embraces the design, use and access to current and emerging technologies.

Instruction in the Family and Consumer Sciences Department focuses on Consumer Sciences, Family Sciences, and Family Nutrition. Through these four strands, the core of our curriculum is derived. Family and Consumer Sciences is relevant to the student's every day life. The program content focuses on the knowledge, skills, and attitudes that prepare students for a variety of life roles. Although these concepts and skills are interrelated with many disciplines of education, Family and Consumer Sciences is the only discipline that addresses these skills within the context of the enduring, reoccurring problems faced by families. Furthermore, it provides hands-on opportunities for work, promotes positive self-image and motivates students to be responsible adults with a strong work ethic. The Family and Consumer Sciences Department incorporates a global perspective as curriculum integrates multiple life roles and responsibilities in family, work and community.

APPENDIX B

FAMILY AND CONSUMER SCIENCES DEPARTMENT
STRANDS

STRANDS OF THE FAMILY & CONSUMER SCIENCES

STRAND ONE

FINANCIAL AND RESOURCE MANAGEMENT

Evaluate management practices related to the human and economic environmental resources. Integrate knowledge skills and practices required for success in consumer services. Topics included in this strand are: resource management, financial management, consumer rights and responsibilities, individual and family resources.

STRAND TWO

BALANCING FAMILY, CAREER AND COMMUNITY

Evaluate the significance of family and its impact on the well-being of individuals and society. Integrated skills and practices required for success in family and community services. Topics included in this strand are practical reasoning, balancing responsibilities, organizational skills, technology, the family, life span, and communication skills.

STRAND THREE

FOOD SCIENCE, DIETETICS AND NUTRITION

Demonstrate nutrition and wellness practices that enhance individual and family well-being. Integrate knowledge skills and practices required for success in food sciences and nutrition. Topics included are: food supply, food handling and safety, meal preparation, nutrition, and wellness.

STRAND FOUR

CHILD CARE AND DEVELOPMENT

Analyze factors that impact human growth and development. Integrate knowledge, skills and practices required for success in child development and child care. Topics included in this strand are: child development, guidance, care of children, care of people with special needs, parenting and support systems.

APPENDIX C

FAMILY AND CONSUMER SCIENCES DEPARTMENT
GOALS AND TERMINAL COMPETENCIES

Goal One – Financial and Resource Management

North Allegheny Family & Consumer Sciences program will provide students with opportunities to evaluate management practices related to the human, economic and environmental resources.

Terminal Competencies – Financial and Resource Management

- Students will be able to evaluate management practices related to human, economic and environmental resources.
- Students will be able to demonstrate management of individual and family resources including food, clothing, shelter, health care, recreation and transportation.
- Students will be able to evaluate the impact of technology on individual and family resources.
- Students will be able to analyze policies that support consumer rights and responsibilities.
- Students will be able to demonstrate management of financial resources to meet the goals of individuals and family across the life span.

Goal Two – Balancing Family, Career and Community

The North Allegheny Family & Consumer Sciences curriculum will provide students with opportunities to evaluate the significance of family and the impact on the well-being of individuals and society.

Terminal Competencies – Balancing Family, Career and Community

- Students will demonstrate an appreciation of diverse perspectives, needs and characteristics of individuals and families.
- Students will evaluate the significance of the impact of the family as a system on society and individuals.
- Students will develop an awareness of diverse conditions affecting individuals and families.
- Students will develop team work and leadership skills.
- Students will develop skills to manage family and individual responsibilities.
- Students will develop communication and problem solving skills.
- Students will analyze human growth and development factors across the life span.

- Students will analyze technological impact on family and society.

Goal Three – Food Science, Dietetics and Nutrition

The North Allegheny Family & Consumer Sciences curriculum will provide students with opportunities that enhance individual and family well-being.

Terminal Competencies – Food Science, Dietetics and Nutrition

- Students will analyze nutrition and wellness practices across the life span.
- Students will evaluate factors that affect food safety from production through consumption.
- Students will evaluate the impact of science and technology on food composition, preparation and consumption.
- Students will demonstrate nutrition and wellness practices that enhance individual, family and societal well-being.

Goal Four – Child Care and Development

The North Allegheny Family & Consumer Sciences curriculum will provide students with opportunities to analyze factors that impact human growth and development.

Terminal Competencies – Child Care and Development

- Students will be able to analyze the principles of human growth and development across the life span.
- Students will be able to investigate and evaluate conditions that influence human growth and development.
- Students will be able to evaluate strategies that promote growth and development across the life span.
- Students will be able to analyze roles and responsibilities of parenting.
- Students will be able to evaluate parenting practices that maximize human growth and development.
- Students will be able to identify external support systems that provide services for parents and children.

APPENDIX D

PRESENT & PROPOSED SCOPE & SEQUENCE OF COURSES

PRESENT SCOPE

&

SEQUENCE

FAMILY & CONSUMER SCIENCES

Middle School:

Exploratory program in each of the three grade levels recognizes the need of the individual to address continuing concerns in the areas of:

- Consumer and Resource Management
- Individual, Child and Family Development
- Nutrition and Food
- Textiles and Clothing

Sixth Grade

- Foods and nutrition
- Clothing
- Child care/babysitting
- Personal development
- Home health emergencies
- Substance use and abuse

Seventh Grade

- Food preparation skills
- Clothing construction and care skills
- Consumer decisions
- Positive self concept

Eighth Grade

- Meal planning
- Nutrition
- Food preparation skills
- Food sanitation/safety
- Clothing project/textile awareness
- Personal dietary guidelines
- Time management
- Money management
- Community service

NORTH ALLEGHENY FAMILY AND CONSUMER SCIENCES

Semester, half credit courses offered:

North Allegheny Intermediate:

8403 Adventures in Food – meal planning, nutrition and merchandising
8903 Everyday Emergencies – helping people, outreach
8703 Creative Sewing – fashion fabrics, advanced construction
8503 Food for Today – advanced food information and preparation
8803 Skills for Independent Living – successful management of lifetime skills

North Allegheny Senior High:

0604 Contemporary Fashions – fashion merchandising
8504 Family Studies – handling challenges which face today's diverse family
8405 Fashion Art – applying principles in art and design to fashion
8504 Foods Americana – cultural influences that have contributed to regional food specialties
8303 Food Science – food preparation and the specific principles that apply
8604 Foods for You – food and wellness
8904 Interior Design – applying principles of design to housing
8704 The Magic Years – magical world of infants, toddlers and preschoolers

Grade 12 Only:

8804 Child Development Center Aide/Co-op – nursery school experience

PROPOSED SCOPE

&

SEQUENCE

PREFACE TO THE PROPOSED SCOPE & SEQUENCE

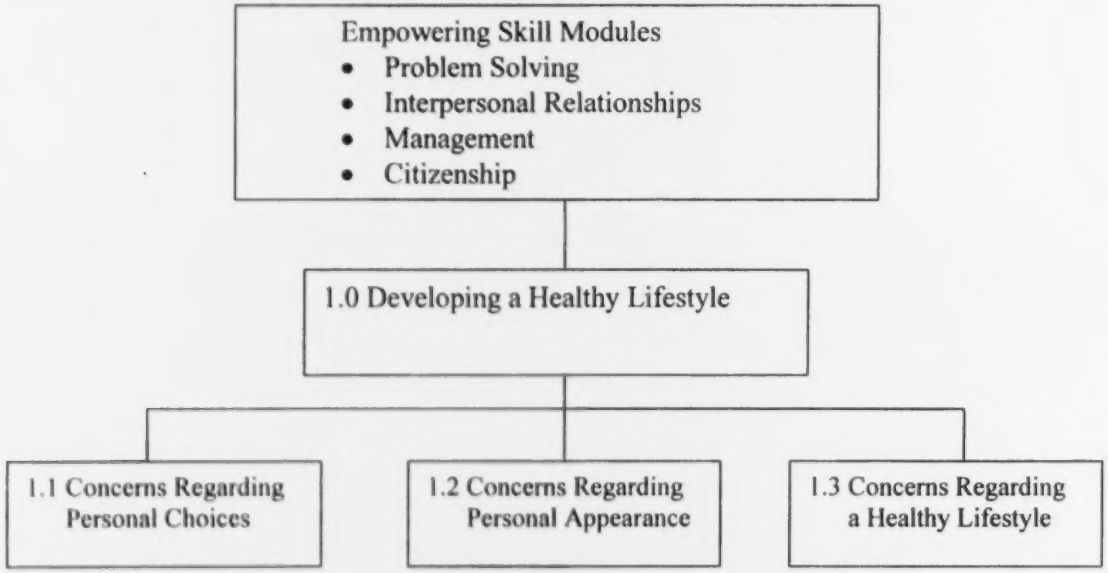
The proposed Family & Consumer Sciences will bring a new dimension to the current curriculum by embracing the problem-focused approach.

Solutions to problems require critical, creative and technical skills. The proposed Family & Consumer Sciences scope and sequence will integrate reasoning skills as a vital part of the curriculum. This curriculum content will provide first-hand opportunities to help students think beyond themselves and consider how their actions will affect others. Our vision is to have students reason through problems and develop the empowering skills necessary for self-responsibility. Our vision is to create a content in Family & Consumer Sciences that is a means to self-responsibility and not as an end in and of itself.

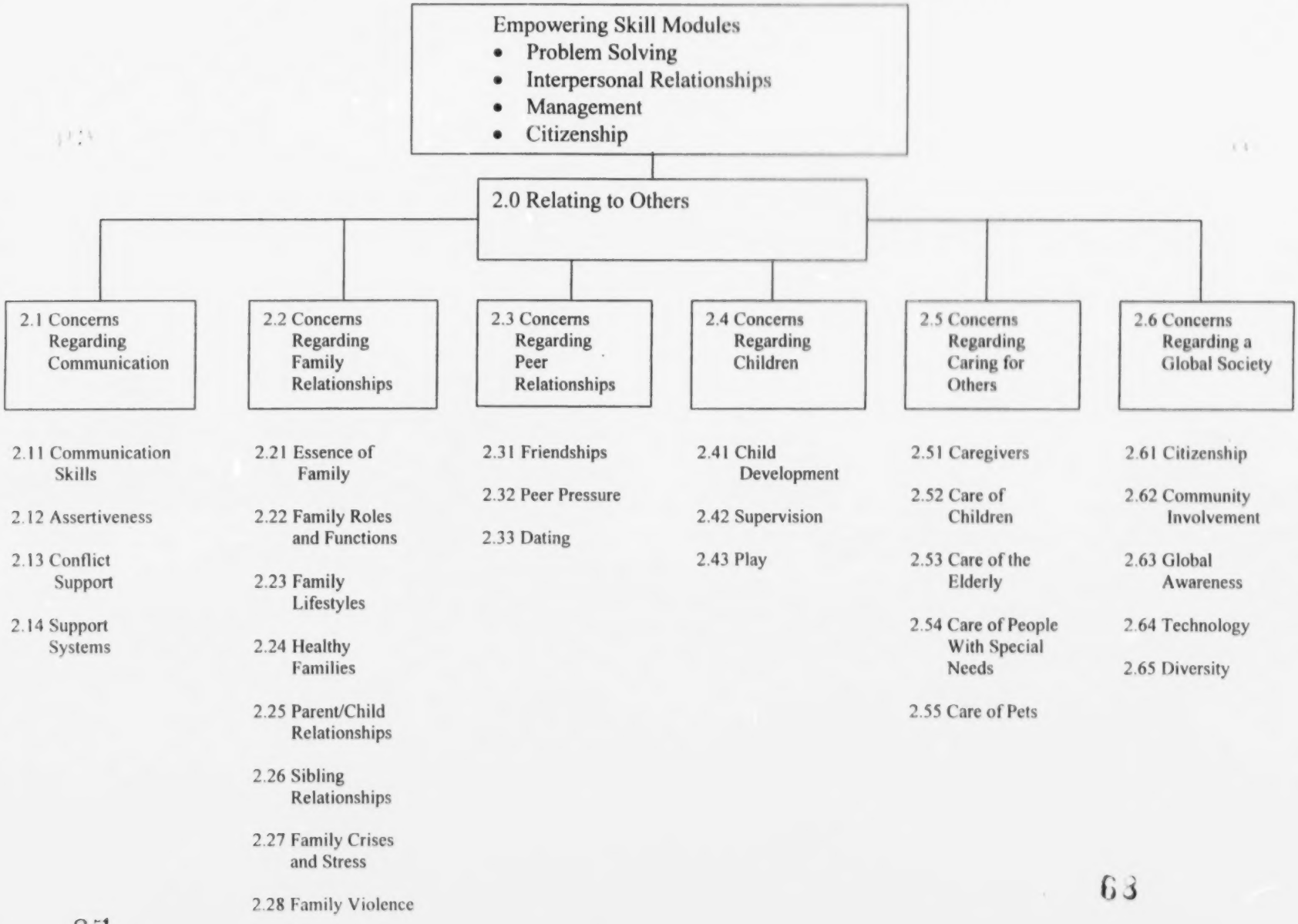
Student learning will be developed around the developmental tasks of *healthy lifestyle, relating to others, becoming independent, and managing resources/technology.* In the Family & Consumer Sciences curriculum, this content will be addressed from the perspective of the following four processes: 1) reasoning through problems, 2) forming satisfying interpersonal relationships, 3) managing an action plan and 4) acting as a responsible citizen. Students developing skills in these four processes will be empowered to become self-responsible. The flow charts on pages 56 to 59 visually represent the Family & Consumer Sciences Proposed Scope of the curriculum.

The specific sequence of the curriculum for grades 6, 7 and 8 will be written during the 1999/2000 school year. Our planned course of study will reflect the research gathered as a result of this intense curriculum review. The middle school sequence, in particular, will experience a complete revision moving our students from the traditional approach to the problem-focused approach. This approach will embrace specific skill modules which will be woven throughout the developmental tasks in the curriculum.

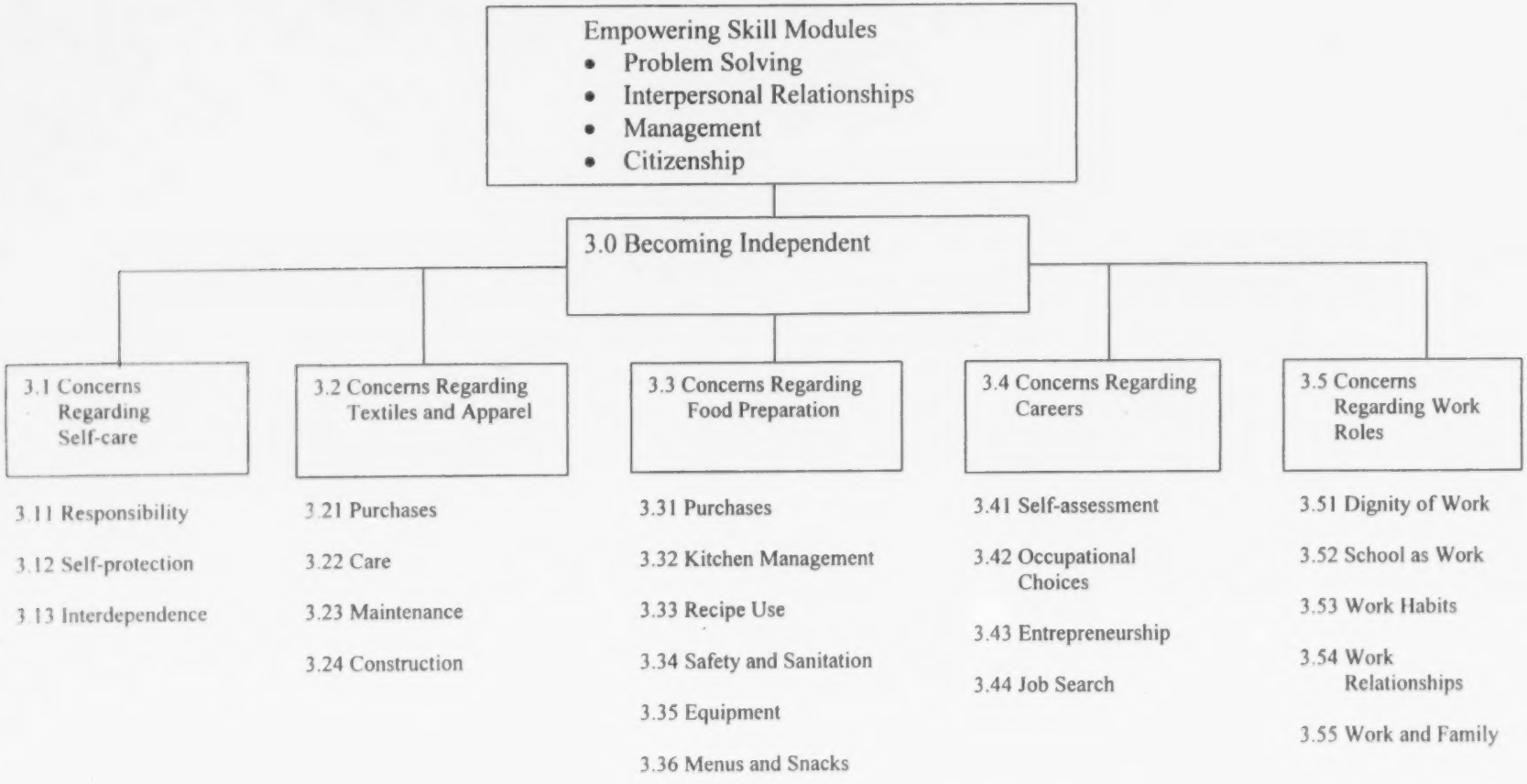
FAMILY AND CONSUMER SCIENCES SCOPE OF THE CURRICULUM



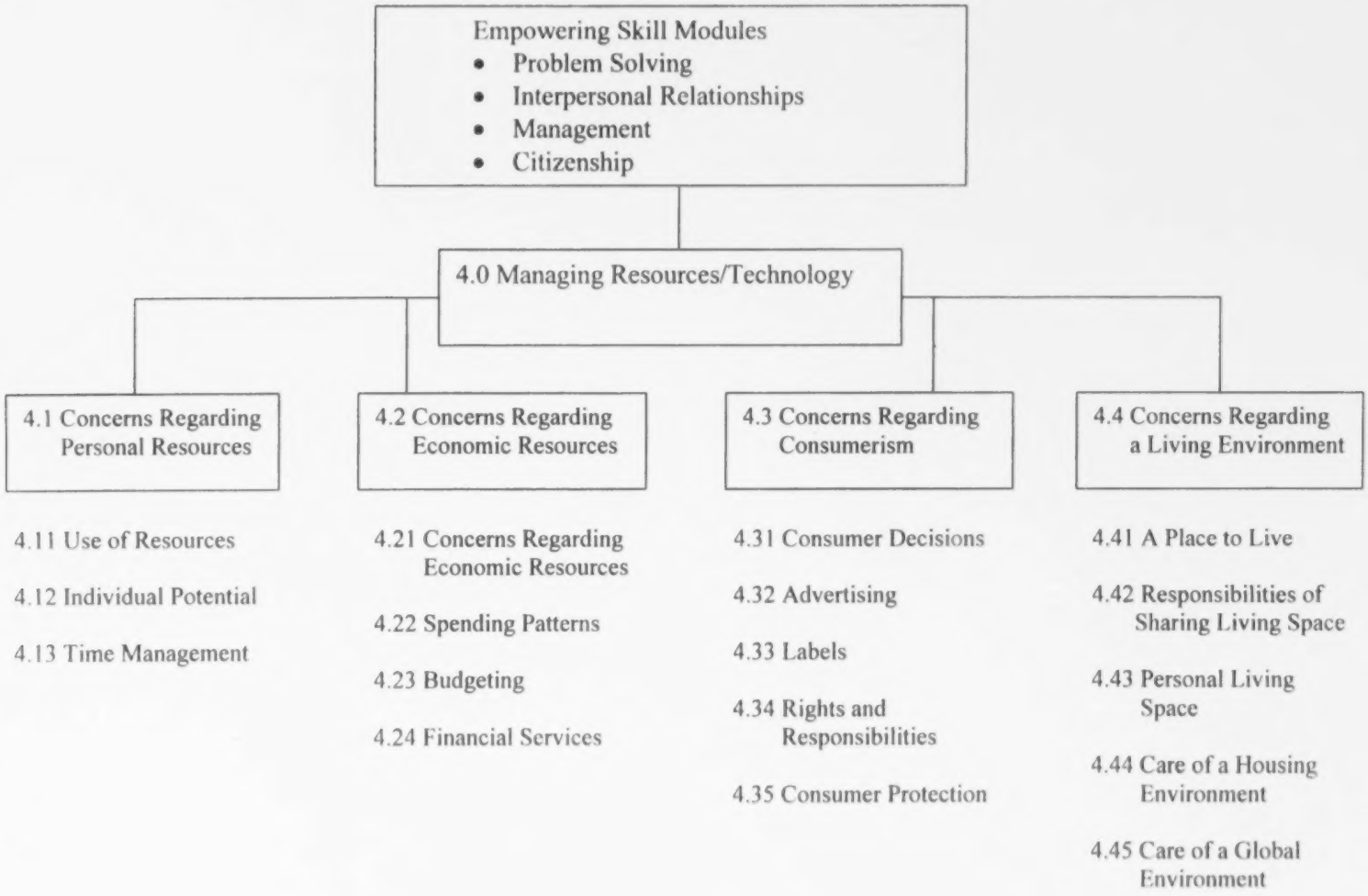
FAMILY AND CONSUMER SCIENCES SCOPE OF THE CURRICULUM



FAMILY AND CONSUMER SCIENCES SCOPE OF THE CURRICULUM



FAMILY AND CONSUMER SCIENCES SCOPE OF THE CURRICULUM



FAMILY & CONSUMER SCIENCES PROPOSED SEQUENCE

Middle School

Exploratory program in each of the three grade levels that empowers students in the skills of problem-solving, interpersonal relationships, management and citizenship. The developmental tasks to be addressed include:

- Developing a healthy lifestyle.
- Relating to others.
- Becoming independent.
- Managing resources/technology.

Specific units of study to be developed for 6th, 7th and 8th grade are identified in the flowcharts (p. 56 to 59).

North Allegheny Intermediate:

8403 Adventures in Food – meal planning, nutrition and merchandising
8903 Everyday Emergencies – helping people, outreach *
8703 Creative Sewing – fashion fabrics and construction
8503 Food for Today – advanced food information and preparation
8803 Skills for Independent Living – successful management of lifetime skills *
7309 Nutrition, Fitness & You – taught interdisciplinary with Physical Education (placement by recommendation) – enhance current and future well-being

North Allegheny Senior High:

0604 Contemporary Fashions – fashion merchandising
8505 Exploring Lifetime Skills – handling challenges of daily life *
8405 Fashion Art – applying principles in art and design to fashion
8504 Foods Americana – cultural influences that have contributed to regional food specialties
8303 Food Science – food preparation and the specific principles that apply
8904 Interior Design - applying principles of design to housing
8704 The Magic Years – magical world of infants, toddlers and preschoolers *

Grade 12 Only:

8804 Child Development Center Aide/Co-op – nursery school experience *

*These courses will be rewritten to include consumer sciences, family sciences, family nutrition, child development in order to meet Chapter 4 regulations. Each of these courses will meet the student requirement for graduation in the state of Pennsylvania.

APPENDIX E

SURVEY DATA

- **SCHOOL**
- **BUSINESS**
- **PARENT**
- **GRADUATE**

NORTH ALLEGHENY SCHOOL DISTRICT

SCHOOL SURVEY
FAMILY AND CONSUMER SCIENCES DEPARTMENT
(FORMERLY HOME ECONOMICS)

Directions: The following questions are designed to find out as much information as possible about your specific Family and Consumer Sciences Department. Your responses will help us to improve our curriculum as we undergo our review.

Please use a #2 pencil and be sure to completely fill in each bubble on the answer sheet. If a question DOES NOT apply to you, fill in NOT APPLICABLE (NA). DO NOT fill in the personal information on the answer sheet.

Complete, place in the enclosed envelope, and return to North Allegheny Senior High School Family and Consumer Sciences Department on or before March 20, 1998. DO NOT FOLD THE ANSWER SHEET.

1. How would you classify your school district's geographic area?
   a. Rural
   b. Suburban
   c. Urban

2-5 Please fill in bubble (A) by each level you presently teach?
   2. Elementary
   3. Middle
   4. Junior High
   5. High School

6. What is the estimated total enrollment of your district's Middle School/Junior High School?
   a. 100-300
   b. 300-500
   c. 500-700
   d. 700 or more

7. What is the estimated total enrollment of your district's High School?
   a. 100-300
   b. 300-500
   c. 500-700
   d. 700 or more

8. How many Family and Consumer Sciences teachers are there in your district at the Middle School/Junior High level?
   a. 1-2
   b. 3-4
   c. 5-6
   d. 7-8
   e. 9 or more

9. How many Family and Consumer Sciences teachers are there in your district at the High School level?
   a. 1-2
   b. 3-4
   c. 5-6
   d. 7-8
   e. 9 or more

10. On the average, how many class periods does each Family and Consumer Sciences teacher teach each day?
   a. 1-2
   b. 3-4
   c. 5-6
   d. 7-8

11. What is an average Family and Consumer Sciences class size at the Middle School/Junior High level?
   a. 10-15
   b. 15-20
   c. 20-25
   d. 25 or more

12. What is an average Family and Consumer Sciences class size at the Senior High School level?
   a. 10-15
   b. 15-20
   c. 20-25
   d. 25 or more

13. How long are class periods?
   a. 30-35 minutes
   b. 35-40 minutes
   c. 40-45 minutes
   d. 45 minutes or more

14. On the average, how many classrooms does your department utilize per building?
   a. One
   b. Two
   c. Three
   d. Four
   e. Five or more

Please respond YES or NO to questions 15-50.
Fill in bubble "A" for YES and bubble "B" for NO.

15. Does your department offer any courses at the Elementary level?

16. Do you have a written curriculum guide?

17. Do you believe you have an adequate student/equipment ratio?

18. Are you given an additional budget to accommodate special needs students?

19. Are any Family and Consumer Sciences courses required for graduation?

20. Do you utilize parent volunteers within your department?

21. Are computers incorporated into your Family and Consumer Sciences curriculum?

22. Do you have computers available in your classroom?

23. Does your Family and Consumer Sciences department have a chairperson?

24. Is additional time given for shopping and/or demonstration preparations?

25. Does the Family and Consumer Sciences department receive any local funding?

26. Does the Family and Consumer Sciences department receive any state funding?

27. Does the Family and Consumer Sciences department receive any federal funding?

28. Do you participate in interdisciplinary units within your building?

29. Is community service required for graduation?

30. Is community service part of the Family and Consumer Sciences curriculum?

31. Does the Family and Consumer Sciences department use a textbook?

32. Do you have Family and Consumer Sciences teachers who travel among buildings within your district?

33. Does Family and Consumer Sciences sponsor any curriculum-related organizations? (i.e. Future Homemakers, F.H.A./HERO, etc.)

34. Does the Family and Consumer Sciences department undergo a periodic curriculum review?

35. Are field trips incorporated into the Family and Consumer Sciences curriculum?

36. Is the Family and Consumer Sciences traditional curriculum being taught in other subject areas in your district?

37. Are the guidance counselor's in your district supportive of the Family and Consumer Sciences program?

38. Are the skills of **Peer and Family Relationships** taught in your Family and Consumer Sciences department?

39. Are the skills of **Conflict Resolution** taught in your Family and Consumer Sciences department?

40. Are the skills of **Food Preparation Techniques and Meal Management** taught in your Family and Consumer Sciences department?

41. Are the skills of **Hands on Sewing** taught in your Family and Consumer Sciences department?

42. Are the skills of **Career Exploration** taught in your Family and Consumer Sciences department?

43. Are the skills of **Resource Management** taught in your Family and Consumer Sciences department?

44. Are the skills of **Nutrition and Healthy Lifestyles** taught in your Family and Consumer Sciences department?

45. Are the skills of **Entrepreneurship** taught in your Family and Consumer Sciences department?

46. Are the skills of **Decision Making and Goal Setting** taught in your Family and Consumer Sciences department?

47. Are the skills of **Child Development** taught in your Family and Consumer Sciences department?

48. Are the skills of **Wardrobe Management and Care** taught in your Family and Consumer Sciences department?

49. Are the skills of **Infant, Child, and Adult CPR** taught in your Family and Consumer Sciences department?

50. Are the skills of **Consumer Education** taught in your Family and Consumer Sciences department?

Comments: Please make any additional comments you feel would benefit our Family and Consumer Sciences department as we review our curriculum.

_____

_____

_____

_____

_____

Optional:
For further information: Would you be willing to be contacted?

Name _____ Phone # _____

Title _____

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SCHOOL SURVEY FINDINGS

1. Ninety-seven percent (97%) of the respondents to the school survey indicated NO Family & Consumer Sciences at elementary level.

2. Eighty-three percent (83%) of the respondents to the school survey indicated that Family & Consumer Sciences courses are not required for graduation.

3. Sixty percent (60%) of the respondents to the school survey indicated that computers are incorporated into the Family & Consumer Sciences curriculum.

4. Sixty-nine percent (69%) of the respondents to the school survey indicated that computers are available in the Family & Consumer Sciences classrooms.

5. Over 60% of the respondents to the school survey indicated that they receive no additional financial support from local, state or federal funding.

6. Fifty-seven percent (57%) of the respondents to the school survey indicated that the Family & Consumer Sciences staff participates in interdisciplinary units within their buildings.

7. Eighty-three percent (83%) of the respondents to the school survey indicated that the Family & Consumer Sciences Department uses a textbook.

8. Over 90% of the respondents to the school survey indicated that the following skills are taught in the Family & Consumer Sciences curriculum:

   Nutrition and Healthy Lifestyles
   Food Preparation Techniques and Meal Management
   Decision Making and Goal Setting
   Child Development
   Hands on Sewing
   Consumer Education

9. Over 80% of the respondents to the school survey indicated that the Family & Consumer Sciences Department teaches the skills of family and peer relations.

10. Eighty-four percent (84%) of the respondents to the school survey indicated that additional skills taught by Family & Consumer Sciences include:

    Infant, Child and Adult CPR
    Wardrobe Management and Care
    Resource Management
    Career Exploration
    Conflict Resolution

11. Seventy-one (71%) percent of the respondents to the school survey indicated that their Family & Consumer Sciences Department has an adequate student/equipment ratio.

NORTH ALLEGHENY SCHOOL DISTRICT

BUSINESS SURVEY
FAMILY AND CONSUMER SCIENCES DEPARTMENT
(FORMERLY HOME ECONOMICS)

Directions: The following questions are designed to find out as much information as possible about your thoughts on what is presently being taught in the Family and Consumer Sciences Department. Your responses will help us to improve our curriculum as we undergo our review.

Please use a #2 pencil and be sure to completely fill in each bubble on the answer sheet. If a question DOES NOT apply to you, fill in NOT APPLICABLE (NA). DO NOT fill in the personal information on the answer sheet.

Complete, place in the enclosed envelope, and return to North Allegheny Senior High School Family and Consumer Sciences Department on or before March 20, 1998. DO NOT FOLD THE ANSWER SHEET.

1. How would you categorize your business?
   a. Health Care/Nursing Services
   b. Food Services
   c. Child Care
   d. Retail
   e. Other

2. How many people do you employ?
   a. 50 or less
   b. 50-100
   c. 100-200
   d. 200 or more

Questions 3-18
DIRECTIONS: PLEASE RESPOND TO THE FOLLOWING QUESTIONS WITH
(A) High Degree **(C) Low Degree**
(B) Moderate Degree **(D) Not Applicable**

3. To what degree do you believe it is important for your business to be involved in the North Allegheny School curriculum and activities (i.e. speakers, volunteers, donations, etc.)?

4. To what degree would your business be willing to support an intern program in cooperation with the North Allegheny School District's Family and Consumer Sciences Department?

5. To what degree do you believe that the North Allegheny School District effectively interacts with the business world to help our students achieve success?

6. To what degree would your business be willing to explore participating in a partnership with the North Allegheny School District's Family and Consumer Sciences Department?

7. To what degree do you believe that it is critical that employees are able to accept a task, sequentially work through it and meet a deadline?

8. To what degree do you believe that students need to learn skills in **GETTING ALONG WITH OTHERS** in order to be an effective employee?

9. To what degree do you believe that students need to learn **PEER AND FAMILY RELATIONSHIPS** in order to be an effective employee?

10. To what degree do you believe that students need to learn **CONFLICT RESOLUTION** in order to be an effective employee?

11. To what degree do you believe that students need to be exposed to **CAREER EXPLORATION** in order to be an effective employee?

12. To what degree do you believe that students need to learn **RESOURCE MANAGEMENT (TIME, FINANCE, ENVIRONMENT)** in order to be an effective employee?

13. To what degree do you believe that students need to learn **NUTRITION AND HEALTHY LIFESTYLES** in order to be an effective employee?

14. To what degree do you believe that students need to understand **ENTREPRENEURSHIP** in order to be an effective employee?

15. To what degree do you believe that students need to learn **DECISION MAKING SKILLS** in order to be an effective employee?

16. To what degree do you believe that students need to learn **GOAL SETTING SKILLS** in order to be an effective employee?

17. To what degree do you believe that students need to understand **CHILD DEVELOPMENT** in order to be an effective employee?

18. To what degree do you believe that students need to learn **WARDROBE AND MANAGEMENT CARE** in order to be an effective employee?

ADDITIONAL COMMENTS:_____

_____

_____

_____

OPTIONAL: Name: _____

Business Name: _____

Phone Number: _____

BUSINESS SURVEY FINDINGS

1. One hundred percent (100%) of respondents to the business survey believe it is critical that employees are able to accept a task, sequentially work through it and meet a deadline.

2. Over 80% of respondents to the business survey believe to a moderate to high degree that students need to be exposed to career exploration.

3. Over 75% of respondents to the business survey believe that students need to understand entrepreneurship, learn nutrition and healthy lifestyles, wardrobe and management care in order to be an effective employee.

4. Over 70% of respondents to the business survey agree that school and business should be partnering for the betterment of our students' success.

5. One hundred percent (100%) of the respondents to the business survey believe to a moderate to high degree that students need to learn skills in getting along with others, goal setting, conflict resolution and decision making, resource management (time, finance, environment) and peer and family relationships.

NORTH ALLEGHENY SCHOOL DISTRICT

PARENT/GUARDIAN SURVEY
FAMILY AND CONSUMER SCIENCES DEPARTMENT
(FORMERLY HOME ECONOMICS)

Directions: The following questions are designed to find out your thoughts and opinions about the Family and Consumer Sciences Department in the North Allegheny School District. There are no right or wrong answers. Your responses will help us to improve our curriculum as we undergo our review.

Please use a #2 pencil and be sure to completely fill in each bubble on the answer sheet. If a question DOES NOT apply to you, fill in NOT APPLICABLE (NA). DO NOT fill in the personal information on the answer sheet.

Complete, place in the enclosed envelope, and return to North Allegheny Senior High School Family and Consumer Sciences Department on or before March 20, 1998. DO NOT FOLD THE ANSWER SHEET.

1. How many children do you currently have enrolled in the North Allegheny School district?
   a. 1
   b. 2
   c. 3
   d. 4 or more

2-5. Indicate which level your child(ren) is/are attending at the present time:

   2. Elementary - Fill in bubble "A"
   3. Middle School - Fill in bubble "A"
   4. Intermediate High School - Fill in bubble "A"
   5. Senior High School - Fill in bubble "A"

6. Do you feel your child is receiving sufficient and accurate information concerning proper nutrition at the elementary level?
   a. Yes
   b. No
   c. N/A

7. Does the curriculum in the Family and Consumer Sciences Department meet the needs of your child(ren) at the Middle School?
   a. Yes
   b. No
   c. N/A

8. Does the curriculum in the Family and Consumer Sciences Department meet the needs of your child(ren) at the Intermediate High School?
   a. Yes
   b. No
   c. N/A

9. Does the curriculum in the Family and Consumer Sciences Department meet the needs of your child(ren) at the Senior High School?
   a. Yes
   b. No
   c. N/A

Questions 10-36
RATE THE IMPORTANCE OF THE FOLLOWING SKILLS FROM:

A - Very Satisfied
B - Satisfied
C - Dissatisfied
D - Very Dissatisfied
E - Not Applicable

10. How satisfied are you with your awareness of your child's Family and Consumer Sciences curriculum?

11. How satisfied are you with your awareness of your child's 7th grade 12 week reduction to 6 weeks in the Family and Consumer Sciences curriculum?

12. How satisfied are you with the **Peer and Family Relationship** skills presently being taught in Family and Consumer Sciences?

13. How satisfied are you with the **Conflict Resolution** skills presently being taught in Family and Consumer Sciences?

14. How satisfied are you with the **Food Preparation Techniques and Meal Management** skills presently being taught in Family and Consumer Sciences? (This includes: etiquette, food budgeting, menu planning, and meal types.)

15. How satisfied are you with the **Hands on Sewing** skills presently being taught in Family and Consumer Sciences? (This includes: sewing projects, hems, pattern and fabric selection, sewing equipment and technology, fashion design, careers.)

16. How satisfied are you that the Family and Consumer Sciences Department provides ample opportunity to accept a task, sequentially work through it, and meet a deadline?

17. How satisfied are you with the **Career Exploration** skills presently being taught in Family and Consumer Sciences?

18. How satisfied are you with the **Resource Management** skills presently being taught in Family and Consumer Sciences? (This includes: time, finance, and environment.)

19. How satisfied are you with the **Nutrition and Healthy Lifestyles** skills presently being taught in Family and Consumer Sciences?

20. How satisfied are you with the **Entrepreneurship** skills presently being taught in Family and Consumer Sciences?

21. How satisfied are you with the **Decision Making and Goal Setting** skills presently being taught in Family and Consumer Sciences?

22. How satisfied are you with the **Child Development** skills presently being taught in Family and Consumer Sciences?

23. How satisfied are you with the **Wardrobe Management and Care** skills presently being taught in Family and Consumer Sciences?

24. How satisfied are you with the **Infant, Child, and Adult CPR** skills presently being taught in Family and Consumer Sciences?

25. How satisfied are you with the **Consumer Education** skills presently being taught in Family and Consumer Sciences?

26. During the 1994-95 school year the time allotted for Family and Consumer Sciences was decreased from 12 weeks to 6 weeks due to the Introduction of Foreign Language. How satisfied are you with this curriculum change?

27. If you have a 6th grader, how satisfied are you with the length of your student's Family and Consumer Sciences course, which is 12 weeks?

28. If you have a 7th grader, how satisfied are you with the length of your student's Family and Consumer Sciences course, which is 6 weeks?

29. If you have an 8th grader, how satisfied are you with the length of your student's Family and Consumer Sciences course, which is 12 weeks?

30. If you have a 9th through 12th grader, how satisfied are you with the length of your student's Family and Consumer Sciences course, which is 18 weeks?

31. How satisfied are you with the present conditions and availability of sewing machines in your student's Family and Consumer Sciences courses?

32. How satisfied are you with the present conditions and availability of appliances in your student's Family and Consumer Sciences courses?

33. How satisfied are you with the present conditions and availability of computers in your student's Family and Consumer Sciences courses?

34. How satisfied are you with the community service projects offered to your student in the Family and Consumer Sciences Department?

35. How satisfied are you overall with the curriculum in the Family and Consumer Sciences Department?

36. How satisfied are you overall with the education of your child in the North Allegheny School District?

Additional Comments or Suggestions: _____

_____

_____

_____

_____

PARENT SURVEY FINDINGS

1. Seventy percent (70%) of respondents to the parents' survey believe the Family & Consumer Sciences curriculum meets the needs of children at Middle School level.

2. Seventy-six percent (66%) of respondents to the parents' survey indicate satisfaction with their awareness of Family & Consumer Sciences curriculum.

3. Seventy-two percent (72%) of respondents to the parents' survey indicate a high level of satisfaction with curriculum overall.

4. Over 70% of respondents to the parents' survey indicate a high level of satisfaction with availability and condition of equipment in the Family & Consumer Sciences Department.

5. Over 50% of respondents to the parents' survey were satisfied with the skills presently being taught in conflict resolution and peer and family relationship.

6. Over 30% of respondents to the parents' survey were satisfied with skills being taught in entrepreneurship, wardrobe management and care, and infant, child and adult CPR in the Family & Consumer Sciences classes.

7. Over 70% of respondents to the parents' survey indicated a high level of satisfaction with food preparation techniques and meal management, nutrition and healthy lifestyles, and hands-on sewing.

8. Seventy-eight percent (78%) of respondents to the parents' survey indicated that Family & Consumer Sciences provides ample opportunity to accept task, sequentially work through it and meet a deadline.

9. Over 40% of respondents to the parents' survey indicated satisfaction with the consumer education skills, career exploration, resource management, decision-making and goal setting, and child development skills taught in the curriculum.

10. Thirty-two percent (32%) of respondents to the parents' survey indicated a level of dissatisfaction with the present conditions and availability of computers in students Family & Consumer Sciences classes.

NORTH ALLEGHENY SCHOOL DISTRICT

GRADUATE SURVEY
FAMILY AND CONSUMER SCIENCES DEPARTMENT
(FORMERLY HOME ECONOMICS)

Directions: The following questions are designed to find out as much information as possible about your thoughts on what is presently being taught in the Family and Consumer Sciences Department. Your responses will help us to improve our curriculum as we undergo our review.

Please use a #2 pencil and be sure to completely fill in each bubble on the answer sheet. If a question DOES NOT apply to you, fill in NOT APPLICABLE (NA). DO NOT fill in the personal information on the answer sheet.

Complete, place in the enclosed envelope, and return to North Allegheny Senior High School Family and Consumer Sciences Department on or before March 13, 1998. DO NOT FOLD THE ANSWER SHEET.

1. At what grade level did you take your last Family and Consumer Sciences class?
   a. grades 6-8 (middle school)
   b. grades 9-10 (intermediate high school)
   c. grades 11-12 (senior high school)
   d. none of the above

Questions 2-5
BLACKEN IN BUBBLE "A" FOR YES AND BUBBLE "B" FOR NO

2. Has what you learned in Family and Consumer Sciences enhanced your job?

3. Has what you learned in Family and Consumer Sciences enhanced your personal or recreational activities?

4. Has what you learned in Family and Consumer Sciences enhanced your post-graduate studies?

5. Has what you learned in Family and Consumer Sciences enhanced your daily living skills?

Questions 6-19
RATE THE IMPORTANCE OF THE FOLLOWING SKILLS FROM:

A - VERY IMPORTANT **C - IMPORTANT**
B - SOMEWHAT IMPORTANT **D - OF LITTLE IMPORTANCE**
E - NOT IMPORTANT AT ALL

6. How important were the skills acquired in Family and Consumer Sciences for **problem solving**?

7. How important were the skills acquired in Family and Consumer Sciences in assisting with **peer and family relationships**?

8. How important were the skills acquired in Family and Consumer Sciences regarding **conflict resolution**?

9. How important were the skills acquired in Family and Consumer Sciences with regard to **food preparation and meal management**?

10. How important were the **sewing** skills acquired in Family and Consumer Sciences?

11. How important were the **resource management** (environment, time and finance) skills acquired in Family and Consumer Sciences?

12. How important were the **nutrition and healthy lifestyle** skills acquired in Family and Consumer Sciences?

13. How important were the **decision making and goal setting** skills acquired in Family and Consumer Sciences?

14. How important were the **child development** skills acquired in Family and Consumer Sciences?

15. How important were the **wardrobe management and care** skills acquired in Family and Consumer Sciences?

16. How important were the **infant, child, adult CPR** skills acquired in Family and Consumer Sciences?

17. How important were the **consumer education** skills acquired in Family and Consumer Sciences?

18. How important was it to experience **community service projects** through Family and Consumer Sciences?

19. Overall how important were your Family and Consumer Sciences courses?

20. **COMMENTS: PLEASE FEEL FREE TO OFFER ANY ADDITIONAL COMMENTS YOU WOULD LIKE, IN ORDER TO ASSIST IN OUR PROGRAM REVISION. THANK YOU FOR YOUR TIME.**

GRADUATE SURVEY FINDINGS

1. Eighty-eight percent (88%) of respondents to the graduate survey indicated that Family & Consumer Sciences courses enhanced their daily living skills.

2. Sixty-nine percent (69%) of respondents to the graduate survey indicated that Family & Consumer Sciences courses enhanced their personal or recreational activities.

3. Seventy-five percent (75%) of respondents to the graduate survey indicated an overall importance of Family & consumer Sciences courses.

4. Over 60% of respondents to the graduate survey indicated that skills in child development, consumer education, and decision-making and goal setting were important.

5. Over 50% of respondents to the graduate survey indicated that skills acquired in problem solving and assisting with peer and family relationships were important.

6. Over 75% of respondents to the graduate survey indicated that food preparation and meal management, nutrition and healthy lifestyles, and sewing skills were important.

APPENDIX F

VISITATION DATA

VISITATION FINDINGS
FOR
BERLIN SCHOOL DISTRICT
BERLIN, NEW HAMPSHIRE

submitted by: Jane Young/Marcia Martin

1. The Berlin High School, New Hampshire, strongly incorporates the proficiency events of the FHA-HERO (Future Homemakers of America – home economics related occupations) throughout their Family & Consumer Sciences curriculum. (Appendix I)

2. Students in Berlin High School who complete their second year of child care receive a child care certification stating the competencies gained through their work and experiences in child care. (See Appendix K)

3. Students interviewed at the Berlin High School who were directly involved in the NH FHA/HERO organization believe that their skills in public speaking, communication, leadership, self-expression, planning and organization have improved dramatically as a result of their experiences in FHA/HERO.

4. Students observed at the Berlin High School demonstrated outstanding self-expression, poise, strong levels of self-confidence and articulate public speaking skills.

5. Students at the Berlin High School attribute their improved decision-making skills and problem-solving process to their involvement in the FHA/HERO organization.

6. Students at Berlin High School, New Hampshire, earn college credit upon completion of the Child Care 1 and Child Care 2 courses of study.

Name of School Visited Berlin High School

School Location Berlin, New Hampshire

Grade Levels Observed 9-12 School Enrollment

Date Visited February 6, 1999 Contact Person Elaine Connary/Jan Paschal

Visitors Jane Young/Marcia Martin

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	5 kitchen units 20 – 24 students per class Purchased appliances
Clothing Area/Classroom # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	Classroom used for independent living, child development and career opportunities in craft classes. 10 machines/replace as necessary
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects?	Independent Living Comprehensive F&CS course with emphasis on problem solving skills for everyday life management.

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	One or two computers located in each classroom for student and teacher use. Computers are continually used to generate worksheets, grades and assignments plus reports, plans and assignments by students.
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	Replaced as needed
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	All available as needed

Staffing

How many FACS teachers are there in your district? 4

What is the distribution of teachers/building? 2 Junior High; 2 High School

How many classes does each teacher teach per day? 5

Do FACS teachers teach other areas? No

What is the average class size? 18 - 24

Do you have any "extra" duties?

Homeroom* Hall Duty* Detention*
Cafeteria Study Hall* Bus Duty
Other: FHA/HERO Advisor - Club

Do you have a department chairperson? Yes

How is he/she chosen? Volunteer

Budget

To what extent does the FACS staff have input into their budget? They make recommendations

What cost is incurred by students for projects and other activities?

Do you receive any state and/or federal funding? Yes

Program

Do you receive vocational funds? Yes

Do you have a written FACS curriculum? Yes

Is there a periodic re-evaluation of the FACS curriculum? Yes – on own time

Who has input in the development of the FACS curriculum? Staff and FHA/HERO guidelines

To what extent are parent volunteers used in the classroom and how? Not used

Do you incorporate interdisciplinary activities in the FACS curriculum? With whom and to what extent?

Are additional budget monies provided to accommodate special needs students?

Do you have a partnership with the community? (businesses)?

Are community service projects part of the FACS curriculum? Yes, definitely – very active FHA/HERO/ #1 in state

List FACS courses that are offered:

High School – World of Foods
American and Foreign Cuisine
The Art of Cuisine (advanced – must pass World of Foods with 85% or better)

Independent Living
Child Development & Parenting
Career Opportunities in Crafts (half year or full year)

VISITATION TO WORTHINGTON SCHOOL DISTRICT
WORTHINGTON, OHIO

Schools Visited:

Worthington Kilbourne High School
Thomas Worthington High School
Kilbourne Middle School

Total Family & Consumer Sciences Teachers:

12 in the district

General Information:

The Family & consumer Sciences curriculum is based on four (4) Process Modules:

1. Managing work and family responsibilities
2. Solving personal and family problems
3. Relating to others
4. Assuming leadership roles

State vocational monies help support this program and students pay a lab fee for all electives ranging from $8.00 - $27.00.

HIGH SCHOOLS:

Worthington Kilbourne

Number of Teachers: 1 full time, 1 half time

Class Size: 22 – 24 students

Time Schedule: Block scheduling 4-100 minutes blocks/day

Teachers Schedule: 2 blocks per day

Thomas Worthington

Number of Teachers: 3 full time

Class Size: 24 – 25 students

Time Schedule: 8 – 50 minute periods/day

Teacher Schedule: 4 classes/day, 2 prep periods/day – 1 vocational, 1 classroom prep

COURSES OFFERED:

Nutrition:
The various courses offered focus on problem solving and research of the physiological and psychological aspects of food. The emphasis is on healthy food choices, personal fitness, menu and meal planning, and managing resources. Labs are typically held once per week. These courses are: Food and Fitness, and Healthy Cuisines.

Number of kitchens/school: 6

Child Development and Parenting:
This semester course is offered with no pre-requisite. The emphasis is on understanding the development of children and the role adults play in children's lives. Students work with young children at local child care centers and the elementary schools.

Quest Through Service Learning:
This course focuses on helping students become personally and socially responsible. A strong emphasis is placed on getting along with others, increased communication skills and handling real life concerns. Forty-five hours of community service is a requirement. All students must complete a portfolio of their volunteer experience and present it formally to an invited audience.

Life Choices:
This year long course is divided into two main topic areas: personal development and resource management. The focus is on adolescents relating to personal development, self-esteem, career goals, family and peer relationships, managing conflict, expressing sexuality responsibly and parenting. The resource management area focuses on practical problems relating to managing human and material resources, making consumer decision, and feeding clothing and housing a family. Some food preparation is taught as well as a three-week sewing unit. A service project is also required and the students are able to choose this project.

Career Mentorship:
This course is offered to grades 11 and 12 and earns 5/8 credit. The students are "matched" with a mentor who is working in a career that they may be interested in pursuing. Students spend 4-6 hours per week in the workplace with their mentor, with a 48-hour total requirement. Resume writing, interviewing procedures, balancing work and family, interpersonal communications, leadership, problem solving, career planning and resource management are all part of this semester course.

Graduation, Reality and Dual Roles (GRADS):
This is a vocational course focusing on instruction and intervention for pregnant and parenting adolescents. The goal is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. This course is open to both males and females.

MIDDLE SCHOOL

Kilbourne Middle School

Number of Family & Consumer Science Teaches: 2 full time

Number of Classes per day: 4 – 5

Maximum number of students per class: 25 with the average of 18 – 25

Course length: One full semester

NOTE: This course at the 7th and 8th grade levels are team taught with the Health, Guidance and Family & Consumer Sciences Departments. It is taught in the Family & Consumer Sciences classrooms. The teachers felt the team camaraderie benefited them when developing and teaching the course content.

7th Grade Family & Consumer Sciences:

This course focuses on the core area of self identity and relating to others. Some of the topics include: time management, study skills, problem solving, self identity, values, self esteem, goal setting, communication, careers, conflict management, peer relations, families and other support systems, and child development. A small unit is included on simple sewing techniques and some nutrition and food preparation are also included. Students actively participate in service learning projects. The students must then create a portfolio describing the experience, and present this project to an audience.

8th Grade Family & Consumer Sciences:

This semester long course is based on problem solving and critical thinking, which enables students to develop and manage practical management skills, improve interpersonal and family relationships and become self-responsible citizens at school and in the community. Each student chooses a community service project in an area of interest to them, i.e., disabled, handicapped, homeless, senior citizens, etc. this allows the students to explore career interests that are included in their Individual Growth Plan. This plan began in first grade, and each year the student updates the career information according to their interest. Ten hours of community service is a requirement of this course. A portfolio of this experiences required as well as a formal presentation to an invited audience.

Student Work:

The students utilized the computer to create the portfolios, which showed good organization, proper writing skills, and presentation skills. They also were required to utilize some form of media to present their projects. This could include Power Point, videotapes, slides, etc. The work observed was exceptionally well done and very impressive for middle school students.

VISITATION FINDINGS
FOR
MILLCREEK SCHOOL DISTRICT
ERIE, PENNSYLVANIA

submitted by: Barb Hoffman and Pat Varrato

Schools Visited

McDowell High School
McDowell Middle School
Walnut Creek Middle School

Summary of visitation and questionnaires

The curriculum for the FACS Department was developed in the 1996/97 school year. It includes courses at the high school, intermediate and middle school levels. (See attached course of study.)

GENERAL INFORMATION:

Number of teachers:

2 part time
8 full time (one of which travels between middle schools)
None of the teachers teach in another area

Department Head(s):

2 co-chairs of Department

Note: 2 middle schools, intermediate and high school are on block scheduling. Teachers feel it helps increase the number of classes they are able to offer.

Middle School:

Foods

Average class size:	15-25 students
Average number in foods lab:	4-6 students
Average number foods labs:	4-6

Sewing:

Average number sewing machines per building: 20
Replace 2-5 machines per year
Student cost for 6th and 8th grade sewing project: $5-8

Nursery School:

There is no nursery school at this level

Personal Development Area:

A career unit which includes family systems, career exploration, conflict resolution/coping with change and understanding others.

Computers:

Each teacher has a computer and printer in their room, which is connected to the internet.

Two buildings have 3-4 student computers in the foods and Sewing labs.

Appliances:

The exchange varied in each building.

Extra Duties:

None have homeroom
Some teachers had hall duty, detention and cafeteria duty

Interdisciplinary:

Integrate foods with Social Studies units.

INTERMEDIATE HIGH SCHOOL:

Foods:

Groceries are delivered district wide.

Average Class:	20
Number kitchens:	5
Lab fee per student/year:	$10

Appliances are on a budget replacement.

Once course is integrated with the Physical Education Department

Sewing:

Teach high school and intermediate students in one lab.

Year long courses (Clothing I, II, III).

A quilt project is done in cooperation with the Art Department.

Have a tailoring group run in cooperation with the Business Department.

Twenty machines with one embroidery machine.

Replace three machines per year.

Personal Development/Family Systems:

Offered in 9th and 10th grade

Twenty-five students per class

Two classes (each 1 semester)

Interior Design:

Offered 9-12th grade

Called "Living Environments"

HIGH SCHOOL

Foods:

Twenty students per class

Two complete foods lab rooms with four kitchens each

Student lab fee - $10.00/year

Sewing:

All classes are taught at the Intermediate High School (students walk over).

Courses are one year (two semesters).

Child Development:

Parenting course is a grant.

Day Care Center is District run – WIC handles the money for the students, it operates from 7:00 a.m. to 3:30 p.m.

Offer an internship with a local Day Care Center.

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited McDowell High School

School Location W 38th Street, Erie, PA

Grade Levels Observed 11-12 School Enrollment 1,200

Date Visited April 24, 1998 Contact Person S. Williams

Visitors Barb Hoffman and Pat Varrato

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	Refer to attached brochure.
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects:	

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	Yes – plus distance learning.

Staffing

How many FACS teachers are there in your district? 10

What is the distribution of teachers/building? 1.33 at middle school, 2.5 at each high school

How many classes does each teacher teach per day? Full schedule 3 blocks/day

Do FACS teachers teach other areas?

What is the average class size? Child Development - 24

Do you have any "extra" duties? No

Homeroom	Hall Duty	Detention
Cafeteria	Study Hall	Bus Duty
Other_____		

Do you have a department chairperson? Yes (co-chair – 2)

How is he/she chosen? By interview. If the department chair doesn't do a good job, she is asked to leave the position.

Budget

To what extent does the FACS staff have input into their budget?	100%
What cost is incurred by students for projects and other activities?	$10/year for lab fee for foods
Do you receive any state and/or federal funding?	$19,000 Teen Parent Grant (not in department)

Program

Do you receive vocational funds?	Yes – Child Development ONLY
Do you have a written FACS curriculum?	Yes
Is there a periodic re-evaluation of the FACS curriculum?	Yes, continual
Who has input in the development of the FACS curriculum?	All staff developed
To what extent are parent volunteers used in the classroom and how?	Often, as needed
Do you incorporate interdisciplinary activities in the FACS curriculum?	As we can schedule in
Are additional budget monies provided to accommodate special needs students?	Yes, through Special Ed Department
Do you have a partnership with the community? (businesses)?	South Hills Child Development Center - internship
Are community service projects part of the FACS curriculum?	Yes, intergenerational

List FACS courses that are offered:

Elementary

Junior High)
)
High School) Sent by A. Karns
)
Intermediate)

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited Walnut Creek Middle School

School Location 5901 Sterrettania Road, Fairview, PA 16415

Grade Levels Observed 6-7-8 School Enrollment Approximately 600

Date Visited April 24, 1998 Contact Person Linda McFarland

Visitors Barb Hoffman and Pat Varrato

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	 Seven Foods Labs (2 in one room, 5 in another) 15-27 students/class (3-6) persons per lab No replacement plan in this building
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	 15-27 students/class 20 sewing machines portable/use in different companies We have a building based budget. New Home/machine type (new 5 years ago). I have put on five year replacement (5 machines each year)
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	 No nursery school lab/access to daycare Students plan activities and observe)))) does not apply at middle school))))
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subject?	 Career unit, Family unit, Conflict Resolution, coping with Change/Understanding Others

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	I have a teacher computer and 3 student computers in my room. I also have an image printer in my room. I don't have any programs I use regularly. Yes
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	I don't have the appliances on an exchange program. No partnership.
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	TV & VCR in one room and another VCR ordered for next year. Video cams have been ordered for each middle school for next year. We have access to an overhead in each company area.

Staffing

How many FACS teachers are there in your district? 2 part time

What is the distribution of teachers/building? 8 full time, one of these travels throughout the middle schools

How many classes does each teacher teach per day? Six classes per day

Do FACS teachers teach other areas? No

What is the average class size? 18 - 25

Do you have any "extra" duties? Hall duty, detention

Homeroom Hall Duty Detention
Cafeteria Study Hall Bus Duty
Other_____

Do you have a department chairperson? Yes (co-chair – 2)

How is he/she chosen? We were approached by administration and an interview

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited J. S. Wilson Middle School

School Location West 54th Street

Grade Levels Observed 6-7-8 School Enrollment

Date Visited Contact Person L. McFarland

Visitors Barb Hoffman and Pat Varrato

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	4-6 per class per quarter single items – a meal average 20 4-5 per team
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	Average 20 15 + 4 older 15 new home + 4 Riccar We buy two per year (replacement)
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	No – Child Development unit in 7th grade
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects:	• Self Discipline • Career Exploration • Family Systems • Conflict Management

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	One for teacher Easy Grade Pro – Claris Works - Netscape
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	 Yes Yes Yes Yes

Staffing

How many FACS teachers are there in your district? 10

What is the distribution of teachers/building? One per middle school and one who travels – 3 intermediate high school and 3 at high school

How many classes does each teacher teach per day? Varies

Do FACS teachers teach other areas? Not here

What is the average class size? J. S. Wilson – average 20

Do you have any "extra" duties? Hall duty, detention, cafeteria

Homeroom	Hall Duty	Detention
Cafeteria	Study Hall	Bus Duty
Other_____		

Do you have a department chairperson? Yes - two

How is he/she chosen?

Budget

To what extent does the FACS staff have input into their budget?	We have building base and we are on committee
What cost is incurred by students for projects and other activities?	Approximately $5.00 – 8.00
Do you receive any state and/or federal funding?	In district not presently at J.S.W.

Program

Do you receive vocational funds?	
Do you have a written FACS curriculum?	Yes
Is there a periodic re-evaluation of the FACS curriculum?	Yes
Who has input in the development of the FACS curriculum?	Teachers - students
To what extent are parent volunteers used in the classroom and how?	
Do you incorporate interdisciplinary activities in the FACS curriculum?	Yes
Are additional budget monies provided to accommodate special needs students?	
Do you have a partnership with the community? (businesses)?	
Are community service projects part of the FACS curriculum?	On occasion

List FACS courses that are offered:

Elementary	
Middle	General 6th grade – 7th grade – 8th grade
High School	
Intermediate	

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited Westlake Middle School

School Location 4330 Westlake Road, Eric, PA 16505

Grade Levels Observed 6-7-8 School Enrollment Approximately 600

Date Visited April 24, 1998 Contact Person Marlene Straub and Meg Mackey

Visitors Barb Hoffman and Pat Varrato

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	 4 food labs 16-25 students/class 4-7 students/lab Replacement plan – washer/dryer only
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	 16-25 students/class 16 sewing machines 10 years average New Home/Singer machine types No replacement plan for machines – order as needed
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	 No – Child Development unit in 7th grade curriculum
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects:	 Some personal development taught in career unit – students create an identity box of themselves which leads to career unit. No other curriculum areas teach this area that we are aware of.

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	 Yes – 1 teacher computer and 4 student computers in food lab and sewing lab Students have access to career unit computer programs plus the Internet Yes, computers are two years old
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	 Major appliances (except washer/dryer) are replaced as needed Replacement program for washer/dryer Yes – Fullerton Appliances
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	 VCR – yes – in classroom or can use Tim's system TV – yes – each classroom has one Overhead – yes – if needed Video cam – bring own in to use in classroom Tape recorder – seldom use it

Staffing

How many FACS teachers are there in your district? 2 part time, 7 full time, 1 traveling among middle school (she is full time)

What is the distribution of teachers/building?

How many classes does each teacher teach per day? 6/day

Do FACS teachers teach other areas? No

What is the average class size? 18-20

Do you have any "extra" duties? Cafeteria

Homeroom	Hall Duty	Detention
Cafeteria	Study Hall	Bus Duty
Other_____		

Do you have a department chairperson? Yes (co-chair – 2)

How is he/she chosen?

Budget

To what extent does the FACS staff have input into their budget?	One F&CS teacher on budget committee – generally get what is ordered
What cost is incurred by students for projects and other activities?	6th and 7th grade students pay for sewing projects
Do you receive any state and/or federal funding?	

Program

Do you receive vocational funds?	
Do you have a written FACS curriculum?	Yes
Is there a periodic re-evaluation of the FACS curriculum?	Yes, rewritten lst year
Who has input in the development of the FACS curriculum?	All teachers
To what extent are parent volunteers used in the classroom and how?	None

Do you incorporate interdisciplinary activities in the FACS curriculum?

Are additional budget monies provided to accommodate special needs students?

Do you have a partnership with the community? (businesses)?

Are community service projects part of the FACS curriculum?

List FACS courses that are offered:

Elementary	
Junior High	6th grade self-discipline skills, culinary skills, conflict resolution, recycling, fabric and fashion and nutrition; 7th grade – self-discipline skills, culinary skills and wellness (focus on the microwave), child care career clusters and goal setting work ethics – fabric and fashions; 8th grade – culinary skills and nutrition, self-discipline skills, advanced nutrition and culinary skills, careers – work relationships/interpersonal/work ethic skills
High School	
Intermediate	

VISITATION FINDINGS
FOR
FOX CHAPEL SENIOR HIGH
AND
DORSEYVILLE MIDDLE SCHOOL
FOX CHAPEL, PENNSYLVANIA

submitted by: Roseanne Grogan and Bobbie Chappel

1. The enrollment at Fox Chapel Senior High for grades 9-12 is 1,348 students. The Dorseyville Middle School for grades 6-9 is 1,082 students.

2. The equipment is older in all departments. Repairs and replacement is done as needed from the building budget.

3. One kitchen in the foods lab is handicap accessible at the high school

4. The school district has 5.5 FACS teachers. Senior High has 2.5 and the Junior High as 3 teachers.

5. Each instructor teaches five periods a day.

6. The average class size is 15 - 20 students. No FACS teacher has extra duties outside the department.

7. The FACS department has a chairperson, Judy Wyant.

8. The high school has a Nursery school five days a week with approximately 10 - 12 students.

9. The high school courses include Clothing/Textiles lab, Foods and Nutrition, and Nursery School lab.

10. The high school sewing lab has older sewing machines. The middle school has new Elna sewing machines, but no sergers.

11. The middle school course length is 9 weeks, the students spend 3 weeks in each area. The high school is a semester course for credit.

12. FACS teachers do not have individual computers, but do have a department computer. The students do not do any computer programs within the FACS classes.

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited Dorseyville Middle School

School Location

Grade Levels Observed 6-7-8 School Enrollment 1,082

Date Visited April 23, 1998 Contact Person Judy Wyant

Visitors Roseanne Grogan and Bobbie Chappel

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	 5 kitchens 18 - 20 5
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	 20 20 2 years approximately Elna No, on an as needed basis
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	Not at this level
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects?	

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	 One for a staff of 3 FACS teachers No Yes Yes No student programs, computer is for grades & teacher use.
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	 As need basis - everything only about 2 years old No
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	 Yes Yes Yes Yes Yes Yes

Staffing

How many FACS teachers are there in your district? 5.5

What is the distribution of teachers/building? 2.5 in high school; 3 teachers in middle school

How many classes does each teacher teach per day? 5

Do FACS teachers teach other areas? No

What is the average class size? 18 - 20

Do you have any "extra" duties? No

Homeroom Hall Duty Detention
Cafeteria Study Hall Bus Duty
Other_____

Do you have a department chairperson? In High School, Judy Wyant

How is he/she chosen? Seniority

Budget

To what extent does the FACS staff have input into their budget? No

What cost is incurred by students for projects and other activities? They bought their own sewing project materials

Do you receive any state and/or federal funding? No

Program

Do you receive vocational funds? No

Do you have a written FACS curriculum? Yes

Is there a periodic re-evaluation of the FACS curriculum? No

Who has input in the development of the FACS curriculum? All teachers

To what extent are parent volunteers used in the classroom and how? Not used

Do you incorporate interdisciplinary activities in the FACS curriculum? With whom and to what extent? No

Are additional budget monies provided to accommodate special needs students? No

Do you have a partnership with the community? (businesses)? No

Are community service projects part of the FACS curriculum? No

List FACS courses that are offered:

Middle - Foods, Clothing, Personal Development

High School - Foods, Clothing, Nursery School

VISITATION FINDINGS
FOR
MT. LEBANON SCHOOL DISRICT
MT. LEBANON, PENNSYLVANIA

submitted by: Emily Bopp and Jane Young

On April 2, 1998, we had the opportunity to visit both the senior and junior high Family and Consumer Sciences Department classrooms. There were some similarities at both schools comparable to what we have at North Allegheny. The differences that are in place in Mt. Lebanon that would benefit our existing program are highlighted in this report.

Mt. Lebanon's Family and Consumer Sciences Department teaches the essentials that young people need to perform satisfactorily for themselves and society. The department feels that all students need to learn some basic life-management skills. Students take Family and Consumer Sciences for a nine week period in 7th, 8th, and 9th grade. Courses at the senior high are offered as electives. Computer use is integrated into the curriculum at all grade levels. Each teacher has a computer at his or her desk for classroom use and administration of the program.

At the junior high level, the foods/nutrition curriculum concentrated on dietary guidelines, the food Guide Pyramid, and nutrients. Labs concentrated on these areas while using various food preparation and cooking techniques. Food safety and sanitation, food label reading, simple sports nutrition, and comparison of fast and junk foods are also covered.

Students study child development/care, handling home emergencies, self-management, and basic clothing skills. Money management, sources of income, consumer rights and responsibilities are taught. Students complete a sewing project similar to the ones at North Allegheny.

The courses offered at the high school are Child Development 1 & 2, Choices/Challenges, Foods and Nutrition, and Foods for Fitness. At the senior high, there was a large storage room for the food lab equipment and the laundry equipment. Also the foods lab room was handicapped accessible for students. There were 20 students per food class. The content area for the food course centered on nutrients relative to today's students nutritional interests and needs. The high school runs a child development program including a nursery school program. Similar to our program, nursery school students are brought into the high school for the high school students to teach and observe.

This fall the junior high school will change to a middle school format. The Family and Consumer Sciences Department will concentrate on consumer economics and foods/nutrition. We discussed with the staff at Mt. Lebanon the idea of visiting again this year to see the implementation of the middle school program.

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited Mt. Lebanon High School

School Location Mt. Lebanon, PA

Grade Levels Observed 11/12 School Enrollment

Date Visited April 2, 1998 Contact Person Steve Bullick

Visitors Emily Bopp/Jane Young

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	 5 kitchens/separate classroom area/laundry storage area together off of classroom 20 in foods classes very small classroom for 5 kitchens Jr. High – 5 kitchens, demo table with range top – in middle school they will all have a microwave
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	 Use Junior High (6th flor) sewing room – one section – fashion arts Eliminate sewing portion Consumerism/Foods & Nutrition
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	 Child Development 1 first semester – theory 10-12 prerequisite Child Development 2 (N. School) 2nd semester – Jr. & Sr. 12 little kids, 12 senior high, 4 days/week Groups – all cooperative learning – schedule activities per week – 6 students in NS, 6 in classroom – prep time for activities (aide in classroom) Kitchen area in classrooms and small sink in room No No
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects?	Choices and Challenges (20 students/8 male) observed sexual harassment discussion following video Consumerism – money management

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	Computer at teachers desk in Child Care classroom Computer labs all departmentalized – need to coordinate with another department to use their lab if desired
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	Purchased as needed Money allotted – Marge goes out (on own time) to shop for appliance.
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	 Yes Yes Yes Yes Yes Yes

Staffing

How many FACS teachers are there in your district? 4 – 1 Sr. high, 3 Jr. high

What is the distribution of teachers/building? 1.2 Sr., 2.8 Jr. – all one building – 3rd & 6th floor

How many classes does each teacher teach per day? 5 - Sr./5 - Jr.

Do FACS teachers teach other areas?

What is the average class size? 20 - 25

Do you have any "extra" duties? Study hall and homeroom 7th grade

Homeroom	Hall Duty	Detention
Cafeteria	Study Hall	Bus Duty
Other_____		

Do you have a department chairperson? Yes, no time or money given; Steve Bullick serves as supervisor, Marge is in charge of choosing budget items.

How is he/she chosen? Steve/Marge plan department in-service 31/2 days per year

Budget

To what extent does the FACS staff have input into their budget? Members do requests, Steve looks over totals.

What cost is incurred by students for projects and other activities? Students fund own

Do you receive any state and/or federal funding?

Program

Do you receive vocational funds? Yes, Vocational Ed sent to parkway (Voc. Ed)

Do you have a written FACS curriculum? Yes - old

Is there a periodic re-evaluation of the FACS curriculum? Workshop rate during summer to update one at a time

Who has input in the development of the FACS curriculum? Staff – week at end of year

To what extent are parent volunteers used in the classroom and how? Active – PTA – put groceries away, etc. – now very busy with study center

Do you incorporate interdisciplinary activities in the FACS curriculum? With whom and to what extent?

Are additional budget monies provided to accommodate special needs students? I.U. videos (equipment for special needs – no funding)

Do you have a partnership with the community? (businesses)? None with businesses

Are community service projects part of the FACS curriculum? Sr. – children's arts center (N.S. students) Jr. – Community Service Day

List FACS courses that are offered:

Elementary

Junior High

High School

Personal Evaluation and Comments:

Undergoing transition/renovation
Two middle schools opening next year
FCS Department moving to 6th floor – Science taking over 3rd floor
Numbers up for next year but district not supporting increase staff at Senior high (35 students for Fashion Arts – told only 1 section)
Classes will have many more special needs students because of academic "special" classes will be done away – students will need somewhere to go (FCS classes)

A lot of special needs kids – 7 in first period class (out of class of 24), average 4 per section

6 – Consumerism/Foods & Nutrition
7 – Consumerism
8 – 9 weeks foods/Nutrition

9 weeks at each level

VISITATION FINDINGS
FOR
PINE RICHLAND SCHOOL DISTRICT
PINE RICHLAND, PENNSYLVANIA

submitted by: Bernadette Clinton and Kathy Higginbotham

1. The enrollment at Pine Richland High School for Grades 9-12 is 840 students.

2. The new building was built in 1993/94. The Family & Consumer Sciences Department and equipment area ll new. The school owns the equipment. Repair and replacement of equipment will come from the building budget as needed.

3. One kitchen in each foods lab per building is handicap accessible.

4. An addition to the Sr. High building is projected for 1999 and includes space for FACS.

5. High school courses are offered as full year courses.

6. The district has a total of 3.3 FACS teachers; 2.3 at the senior high and 1.0 at the middle school.

7. Each instructor teaches 5-6 periods per day.

8. The average class size at the high school is 14-20 students.

9. Instructors have extra duties, example: bus duty, study hall.

10. The FACS department does not have an official chairperson.

11. The high school has a nursery school lab course. It has an outside play area. Preschoolers attend 3 days a week.

12. There is a Child Development Work Study partnership with the Stepping Stones Child Care Center which is within walking distance of the school.

13. Course selections at the high school include Clothing/Textiles lab, Personal Development, foods and Nutrition, Nursery School Lab.

14. Family & Consumer Sciences Department teachers have new computers for personal and student use.

15. The sewing lab is equipped with 18 new Elna sewing machines and Viking sergers.

16. The middle school course length for 6-7-8 grade is 6 weeks. Sixth grade curriculum is comprehensive (sewing, personal development, foods). Seventh grade includes four weeks of sewing (they make a gym bag but do not learn to thread the machine), one week of consumerism, one week of personal development. Eighth grade includes four weeks in foods/nutrition, one week of Child Development, one week of Resource Management.

17. The FACS department does not have a fixed department budget. Purchases are determined at cooperative department meetings on an as needed priority basis.

NORTH ALLEGHENY SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE VISITATION QUESTIONNAIRE

Name of School Visited Pine Richland High School

School Location 700 Warrendale Road, Gibsonia, PA 15044

Grade Levels Observed 9-12 School Enrollment 840

Date Visited March 31, 1998 Contact Person Mary Ann Simon

Visitors Bernadette Clinton, Kathy Higginbotham

FACILITIES	
Foods Labs: # of kitchen/labs (types of food labs) # of students per class # of students per lab/kitchen Do you have a replacement plan for appliances?	 4 14-20 4-5 No
Clothing Area: # of students per class # of machines Age of machines Brands and types used Do you have a replacement plan for equipment?	 14-20 18 new - 12 years Elna Vikings No
Child Development: Do you have a Nursery School Lab? How many days of week? What is your room set up? How many children attend? Is equipment up to date and usable? Is a Child Dev. Theory course required before participating in lab? Do you have a computer lab for the Nursery School students? Outside play area?	 Yes, 3 days/week during 2nd semester of 1 year course Classroom 1st semester, pre-school 2nd 12 Yes Yes, it is a full year course We have a computer Yes, a patio
Personal Development Area: What is area or unit called? What areas are taught? Are other curriculum areas teaching your subjects:	 Flexible area (room 66) changes as needs change Personal Development, money management, conflict resolution, interpersonal communication, goal setting, decision making, analysis Health

EQUIPMENT	
Computers: Are they available in the FACS Department? Do students have access to FACS computer programs? Do teachers have access to a computer in their area? Are computers up to date? Names of computer programs available.	 Yes Yes Yes Yes Food Pyramid, Labelogy, Jumpstart, Preschool, Consumer Basic Skills
Major Appliances: How often are they replaced? Do you have a replacement/rental program? Do you have a partnership with any community businesses (to update and replace equipment)?	 As needed No Not at this time (Ferry Electric – North Hills)
Audio Visual: Do you have access to the following: VCR TV Overhead Projector Tape Recorders Video Cam Other	 Yes Yes Yes Yes Yes Yes

Staffing

How many FACS teachers are there in your district? 3

What is the distribution of teachers/building? 1 middle, 2 high school

How many classes does each teacher teach per day? 5-6.

Do FACS teachers teach other areas? Not this year. Mary Ann Simon sometimes teaches Social Studies

What is the average class size? 14-20

Do you have any "extra" duties? A-F (day 6 day rotation for Band), homeroom, study hall, bus duty, CSA (Center for Student Assistance)

Homeroom Hall Duty Detention
Cafeteria Study Hall Bus Duty
Other_____

Do you have a department chairperson? No

How is he/she chosen? Dept. chairs – 5 classes – extra pay

Budget

To what extent does the FACS staff have input into their budget?	A lot – cooperative - department
What cost is incurred by students for projects and other activities?	They buy materials for sewing projects, buy pattern.
Do you receive any state and/or federal funding?	No

Program

Do you receive vocational funds?	No
Do you have a written FACS curriculum?	Yes
Is there a periodic re-evaluation of the FACS curriculum?	Yes, 5 years
Who has input in the development of the FACS curriculum?	Department members, advisory group, parents, administrators
To what extent are parent volunteers used in the classroom and how?	None at high school, other than field trips
Do you incorporate interdisciplinary activities in the FACS curriculum?	Foreign language – foreign foods
Are additional budget monies provided to accommodate special needs students?	No, to our department
Do you have a partnership with the community? (businesses)?	We have a Child Development Work Study course with Shipping Stones Child Care Center
Are community service projects part of the FACS curriculum?	We include in Teen Living and Teen and Family issues when time and resources permit

List FACS courses that are offered:

Elementary	none
Junior High	6th, 7th and 8th
High School	See program of studies

Personal Evaluation and Comments:

Period 1	Teen Living
Period 2	Conference with Mary Ann Simon
Period 3 & 4	Child Development
Period 5	Advance Foods
Period 6	Lunch

APPENDIX G

SYMPOSIUM DATA

SUMMARY OF SYMPOSIUM SPEAKER,
JAN PASCAL, DEPARTMENT OF EDUCATION
"EVERY CHILD IS OURS"

Jan Pascal, keynote speaker, Secretary's Regional Representative for U.S. Department of Education appointed by President Clinton, is based in Boston, lives in New Hampshire, works as a liaison to New England States local and private industrial organizations.

What our school has and what it offers our children depends on people in our communities and families. Family & Consumer Sciences teachers are an integral part of this partnership. Family & Consumer Sciences teachers need to reevaluate our roles and reach out to the community.

We have a place in the future if we take it. We need to form bonds and work together. Family & Consumer Sciences teachers have time and again demonstrated a willingness to respond to community needs, the needs of our children. Locally, an example of this was the team work of students, community and teachers during the recent book drive for children in flood ridden Del Rio, Texas. Thousands of books were sent to the children left with nothing. Through a united effort, these children now have books to read and to call their own.

Family & Consumer Science teachers want to help families but need help from the community. Family & Consumer Sciences teachers are ideal to become involved in the 21st century after school programs. These programs would be led by Family & Consumer Sciences teachers training student aides and assistants to work with other students after school. There is a need for our children to receive help in subjects such as math. This program would benefit all children involved by building not only understanding but also self-esteem.

As teachers we need to emphasis family, country, and pride in who we are and what we do. The community can guide us as to what the needs are in our society and we can work as a team to accomplish these needs.

Family & Consumer Sciences teachers believe in children and teach skills needed for life. We need to be proactive, build coalitions, take ourselves seriously, involve ourselves in community service programs as leaders. By doing so, feelings of accomplishment, unity, and a sense of belonging will result.

According to Ms. Pascal, everything she has done, learned, and hopes to become is the result of her experience in the home economics classroom or as a home economics teacher. We need to build our future and attract people to our profession. Family & Consumer Sciences teachers are important to the future of our children. We must step up and DO. We need to rebuild confidence and need to form partnerships. We can't do it alone. The key is to ASK. Asking can change the lives of children. We as Family & Consumer Sciences teachers must ask.

SUMMARY OF SYMPOSIUM SPEAKER,
KIM CRAWFORD, R.D., UNIVERSITY OF PITTSBURGH
"NUTRITION, AFFECTING INDIVIDUALS, FAMILIES AND COMMUNITIES"

Nutrition continues to be a critical subject that needs to be taught to our youth. It has been found that the lifestyle habits of children are leading to premature death and pediatric onset of chronic diseases. Many of these diseases are directly related to nutrition. Childhood obesity is rising and, in fact, one in five adolescents in the United States is overweight. This can led to heart disease, diabetes, cancer, gall bladder disease, hypertension and stroke.

Osteoporosis, a bone thinning disease, is directly related to low calcium intake. Calcium is critical in the adolescent years, since this is when 50% of peak bone mass is obtained and 50% of adult height is reached. Studies show that adolescents are consuming less than the needed calcium requirements, because they are misinformed.

Changing lifestyles have also had a direct impact on childhood nutrition. With more single parent and two working parent families, more processed and fast food is consumed, less good role modeling for purchasing and selecting food is being done, and eating on the run is common. This creates excess consumption of calories and fat, and low fruit, vegetable, dairy and complex carbohydrate consumption.

These dietary habits are totally opposite of the national dietary guidelines and the *Healthy People 2000* document. Children are not being informed of proper nutrition as they have in the past. Therefore, it is essential that schools teach proper nutrition to children. Education enables children to be better informed, thus being able to make wise, healthy choices.

SUMMARY OF SYMPOSIUM SPEAKER,
ROBERTA BROWN, CFCS, DEPARTMENT OF EDUCATION
"UNIFYING THE PROFESSION"

Roberta Brown as a Representative of the Department of Education attended the North Allegheny Family & Consumer Sciences Symposium in November of 1998.

Mrs. Brown identified various situations typical of most families over a period of a week. Her illustrations demonstrated the hectic schedule of a family whose time is spent balancing demanding work responsibilities and extensive leisure time activities. The frustration and level of stress and anxiety created by such situations can be overwhelming for some families. She then challenged the audience of predominately Family & Consumer Sciences teachers to identify skills taught in their classrooms that help people in such family situations to deal effectively with those problem areas of their lifestyles. Due to the skills developed in various Family & Consumer Sciences courses, families manage to pull together to overcome the demands of such lifestyles.

Mrs. Brown shared with the group a handout which summarized the significant areas of the state regulations for Family & Consumer Sciences that have since been adopted by the Pennsylvania State government.

SUMMARY OF SYMPOSIUM SPEAKER,
DR. SARA PARKS, PENN STATE UNIVERSITY
"NEW VISIONS, NEW CHALLENGES, NEW OPPORTUNITIES:
WHERE WILL WE BE AT THE TURN OF THE CENTURY?"

Family & Consumer Sciences is a viable profession that is needed today to meet the magnitude of social issues facing us. These social issues require a multidisciplinary approach to solve and Family & Consumer Sciences is a profession that is multidisciplinary and can meet the needs of these significant issues.

The Family & Consumer Sciences profession has progressed through the years, addressing many issues of each decade. Emphasis has been on the problems and issues of families and making them better citizens and a productive part of society.

Looking at each decade, Family & Consumer Sciences has been very influential at meeting societal needs. The future holds much more in store for the profession. It is a unique profession in that it has met the needs not only in the classroom, but outside as well.

Some common trends will shape and reshape the profession in the future. Knowledge and information are driving our economy, and our programs must reflect the more knowledgeable consumer. We must constantly be updated on the latest research and information. We also must assimilate, synthesize and integrate information from many disciplines to enable us to meet these demands. Secondly, society's values are changing. Baby boomers are saving more, middle age is in, youth is out, and leisure time is in. We are becoming a very mobile society. Not only do we change jobs frequently, but families are more active than in the past. Thirdly, we are part of a global society. This global society is reaching out for Family & Consumer Scientists to help solve numerous problems, as they have in the past. Lastly, technology is the bridge to the future, and we must utilize it. However, the *process* of using the technology should be emphasized, not just learning how to use it.

There are some growth industries and opportunities for Family & Consumer Sciences such as: weight control, water supply, alternative health, health/fitness/nutrition, financial planning, home improvement/design, learning centers, and smart-wear tailors and dressmakers.

Family & Consumer Sciences has been a multidisciplinary profession that has met the needs of society in the past and thus it will continue to be a viable source to meet the needs in the future. Constantly staying tuned in to society's changing needs and updated on the latest information and research will allow the profession to continue to be the valuable resource it has always been.

SUMMARY OF SYMPOSIUM SPEAKER
MR. BILL FLANAGAN, MONEY EDITOR, KDKA TV NEWS
"FINANCES FOR THE FAMILIES' FUTURES"

Bill Flanagan holds a Master's Degree in Journalism from the University of Missouri and a Bachelor's Degree in Speech/Radio-TV from Northwestern University. He is a member of the Society of American Business Editors and Writers. Mr. Flanagan has been Money Editor for KDKA-TV since 1987 and also writes a personal column featured daily in the Pittsburgh Post-Gazette.

In his presentation, Mr. Flanagan emphasized the importance of early education in the field of money management. Young people need to begin to understand the meaning of financial concepts, factors involved in money management, and how decision making influences how well money works for the individual and families today and in the future.

Money management is an important component of the Family & Consumer Sciences curriculum. Mr. Flanagan's presentation reinforced the relevance of this course of study. Guidance and practice in making educated decisions as they relate to money management is the most effective way to prepare students for a successful financial future.

STUDENT FOCUS GROUP

When you think of Family & Consumer Sciences, what comes to mind?

Middle School

- Sewing
- Fabric
- Self-esteem
- Banking unit
- First aid/CPR
- Responsibility
- Group activities – work in groups – kitchens
- Cooperate
- Community service project
- Nursing home – assisting (games with elderly)
- Good extension of unit – hands on – meet people, help, better than worksheets
- Ingredients, sewing machines
- Responsibilities
- Group activities; cooking – cooperation
- Some people develop leadership skills

Intermediate

- Communication – everyone knows what to do
- Foods is fun
- Cooking, eating; Kool-aid; grill cooking; green tea
- 9th – working in notebooks
- Trust your group members – when cooking you need to make sure the right things get into the food
- 9th – when I was in 8th grade we went to a place where they confiscate fake Nike stuff and unwrapped the shirts to give to the shelters – it was cool to think someone who needs this will be able to use this.
- 9th – when we were sewing in 8th grade we made dolls for the hospital for kids – it was cool – wasn't hard and felt good to make someone happy.

Senior High

- Little kids; little kids to bathroom
- Laid back class – don't have to study – have fun – break (?) in day response (?)
- Little kids/furniture/color/little babies; changing diapers
- Laid back class; don't have to study for tests; break in the day

How have the Family & Consumer Sciences courses been of benefit to you?

Middle School

- In 6th grade the CPR unit
- Burns – learn to handle; what to do
- Learn to make stuff
- Nutrition – great benefit – how to control
- Rip clothes – you can repair
- Real world situation in personal development
- Unit on consumerism – check on weight and tricks with advertisers
- Balance a checkbook, open a checking account

Intermediate

- Hungry at home – make snacks instead of chips
- Perfect time of day – satisfying – hungry
- Food poisoning – eat safe
- Sewing projects – I can make a shirt I really want
- Before I came I didn't know how to cook or sew
- Cook dinner now
- Foods at perfect time of day – now I can get any ingredients out of the refrigerator and cook something
- Videos on how beef can kill – boring – but important to learn

Senior High

- Child care – learn how and why little kids can and will do things – you can get a job if you want – there's always something to do – networking with business
- Every little kid goes through "why" stage – learn why they do the things they do – all the strange things they do you learn to understand
- Little kids – why they do – behavior, have own kids, teach them properly

What kind of Family & Consumer Sciences skills do you think you will need after graduation to be successful?

Middle School

- Budget money – set aside savings
- Cook; self and family; cook god foods
- Getting along

Intermediate

- Good work ethic
- Take care of self and others
- Laundry; child; options; how to care for
- Take care of car
- Budget money, set aside – not to go bankrupt
- Cook good foods well
- Interacting with people
- Common sense

Senior High

- Cook for self at college; laundry; taking care of kids
- Interacting with people
- Common sense

Recommend class as requirement . . .

- Class on necessities: clean house, laundry, cooking, child care

Why did you sign up for the Family & Consumer Sciences courses? What has kept you from signing up?

Intermediate

- To eat and be able to prepare snack or something
- I signed up to eat – NAI most kids sign up
- More foods classes – can only take it two times
- Electives – every class
- Rather than taking a study hall, QPA increase – easy A
- Course not offered each semester
- Add more classes

Senior High

- Break in day; learning lifetime skills but laid back
- Senior year; almost all electives, instead of study hall
- Reputation of teachers, personal knowledge
- Only offered one section ; one semester
- Mrs. Young only teacher there all day – not enough teachers there to be able to offer classes all day
- Nice break in day – still learning things for life
- Eat, talk, lots of freedom, social, friends, homework

Prevention . . .

- Course not offered, more foods classes
- Room in schedule, another teacher
- Not enough teachers, courses
- Class size

How would you improve Family & Consumer Sciences courses?

Middle School

- More hands on time – paper work not as necessary – some students need more time
- Personal development room – room very plain, no windows – improve room – unit not interesting – don't do anything – self esteem for two weeks – it's really boring
- Change length of time in middle school – three weeks cooking, three weeks sewing, three weeks consumerism (?), three weeks personal development
- Get rid of home cooking assignment – kids have moms sign it
- 7th sewing/cooking – need more time for hands on
- Boring, stupid, papers – personal development unit
- Personal development room – no windows, colorless – improve physical space – bad tables
- Textbook – use more than once a year
- Personal development – not interesting, horrible
- Books - issue
- Change length of foods and sewing

Reduction of 7th grade time . . .

- Like it – learned what language to pick – made wiser choice
- Everything smooshed in – get to try out language – not missing too much
- Wiser choice on language by trying two, helped make language choice
- Not good – 10 days in each area – not enough hands-on work

Intermediate

- Quizzes – 5-10 points – end of unit – quiz on unit after study guide and workbook – less paper work – too many quizzes
- Took foods to eat, don't take books seriously
- A packet all at once takes up room in binder – get paper each period
- Tables really bad, seem to be falling apart
- Don't like workbooks
- Need quizzes, but not after everything you do
- I wanted to eat – don't take seriously notebooks – blow it off
- Quizzes and notebooks, just do it – less paperwork – more hands on
- Answers/no games – word searches/crosswords
- Improve foods – whole team takes penalty if grade is not good – individual grade instead

- Let kids choose what they want to cook – work harder if you can choose your own recipe

Reduction of 7th grade . . .
- Will need language
- Cuts down on what they can teach – still get a little bit of everything – need language for college

Senior High

- Downsize classes (6 to a kitchen) in high school
- Safety – usable information instead of games
- Worksheets are not that bad – teacher gets across what is needed

Reduction of 7th grade time . . .
- No language – still got into language
- I got into college without taking language – Family & Consumer Sciences offered Life Time Skills

What additional topics should be added to the Family & Consumer Sciences Department?

Middle School

Talking about Magic Years . . .
- Guys think it's too girly, I think it would be good
- I agree, it would be good so that guys know what to do if they have to stay home with the kids
- Learn more about babies – incorporate
- I think more stuff needs to be incorporated into middle school – splashes of units from high school
- Laundry – guys in college – cleaning dirty clothes – survival
- Income tax returns
- More consumerism – benefits upon graduation from North Allegheny
- Make it fun – no jumping for joy on income tax
- Update video
- Bills – budgeting, how to save money
- Different foods from year to year
- Money management – own money – loan to get a car – interest – finance charge – college
- Middle school – home cooking assignment – final test – big project harder to do - do a "meal" at school for final grade
- Foods cost – not informed on prices
- Teach kids to spend money wisely – save some
- Budgeting money/savings
- Different foods – vary types of food
- Spend money wisely

- Save – value of dollar
- Bargain hunting – comparative shopping

Intermediate

- We got a lot of demos – we don't need all those demos – just for the hard stuff
- Tell kids to just do it – follow directions
- Kids don't need demos – on easy items
- Some screw up jello – use common sense – need demos on difficult stuff
- Bargain hunting/value/comparison (?) – reasoning
- Update videos in all areas
- Kitchen should be given a certain amount of money and then learn to compromise/decide

Senior High

- Laundry – guys and everyone; my brother is in college and comes home every weekend to have mom do laundry
- Guys need to take Magic Years – explained Magic years; offered suggestion on taking course; talked about the importance of knowing how to take care of kids
- When I took it I didn't know it even existed – I was in Guidance and needed a credit
- Magic Years – more guys should be in – pregnancy, taking care of child, knowing how to care for children, guys need to learn that too (take home baby doll – overnight)
- Baby sit doll – looks from people when baby doll is crying
- Good idea for guys to take course, but can't force them
- Never knew course existed
- Incorporate into middle school curriculum – take baby home
- Splashes of high school courses
- Fruit – budget to follow – know – be made more aware of prices of food – give kitchen money for a week
- In middle school I don't see any reason for them to learn income tax return – in 8th grade I was so not interested in that stuff there are business courses
- Update videos in all areas
- One thing I did need to learn – I had to take out a loan for my car – I didn't know anything about finance charges, taxes, etc. It would help to know that stuff
- Food costs; spices and costs to prepare foods

What Family & Consumer Sciences skills have you used in other areas (of your life)?

Middle School

- CPR – choking – comes in handy
- Kitchen unit – separate jobs – assign jobs – it is faster and easier
- Responsibility – rely on one another

Intermediate

- Human Growth and Development – section on listening – "quiz" on listening and they try to fool you – really cool – everyone messed up
- Team and leadership skills; if you ever had to work in groups in other classes
- A project due – divided group and work – miscommunicated – need to communicate well – Family & consumer Sciences helped stress importance of communication
- Responsibility – if you didn't do your job you would let everyone down
- Really mad when someone doesn't do their job – stuck with all the work
- Encouraged to work in team/leadership skills
- Be patient in dealing with people

High School

- CPR – Heimlich – very helpful
- Learn to get along with everyone; in a group you have to get along. Once I left middle school I found everyone to be nicer; you just handle it.
- Make sure everyone is doing their share
- Child care/psychology – learn how kids are thinking and how they will think as they get older
- Learn to get along with everyone – forced to get along at high school, everyone works together better, cooperation

STUDENT FOCUS GROUP FINDINGS

1. The focus group participants had positive reactions to the community service projects.

2. The focus group participants believed that students learn responsibility through their participation with other students in completing a task, for example, in their labs.

3. The focus group participants indicated the importance of parenting skills, child care, and the psychology of human development

4. The focus group participants indicated a need for the preparation of and consumption of nutritious foods.

5. The focus group participants indicated a need for videos and supplemental materials to be updated.

6. The focus group participants indicated the value of the skill of sewing in real life for repairs and individual creativity.

7. The focus group participants indicate a frustration with the semester course scheduling, class size, and the limited diversity of class offerings.

8. The focus group participants believed that the group work strengthened their abilities to develop team work, cooperation, leadership, and communication skills.

9. The focus group participants indicated that there is a need to learn consumerism across the board in the curriculum.

10. The focus group participants supported the need for life skills education (i.e., laundry, time management, money management, first aid/CPR, household management, nutritional information, etc.).

11. The focus group participants identify positive outgrowth of Family & Consumer Sciences group work in development of social skills (i.e., getting along with others, job sharing, trusting, interpersonal skills).

GROUP FINDINGS PARENT FOCUS

1. The parent focus group unanimously agreed that Family & Consumer Sciences courses offer more applicability to prepare students for real life than any other course offered in North Allegheny. Applicability included such topics as: nutrition, organization, decision-making, problem-solving, social skills and management.

2. The parent focus group strongly agreed increased communication regarding course content and activities was needed. Especially, at the middle school level, open house provides only one of the 12 week cycle unified arts, classes for grades 6 and 8 and perhaps none at all for grade 7, if a student begins their year in foreign language.

3. The parent focus group strongly agreed that electives in Family & Consumer Sciences not be eliminated because they provide the life skills that our students need to survive.

4. The parent focus group strongly agreed that the Family & Consumer Sciences courses provide potential career exploration for students.

5. The parent focus group strongly agreed that electives in any of our departments, specifically, Family & Consumer Sciences, not be the "trade offs" for foreign language courses.

6. The parent focus group strongly agreed that some course content needed to be added to the existing curriculum, suggested units included: after-school activities, certification in Red Cross/babysitting, consumerism, community service, and visiting chefs to North Allegheny.

7. The parent focus group agreed that the Family & Consumer Sciences courses at the upper secondary level provided both a needed and welcomed challenge of hands-on, activity-oriented life skills for the highly academic student.

8. The parent focus group indicated that they have witnessed the life-time skills used in their homes and in other related jobs that they have performed.

9. The Department Chairperson of Family & Consumer Sciences indicated that the North Allegheny Senior High receives ongoing inquiries for qualified babysitters and day-care workers.

APPENDIX I

COMPETENCIES AND FHA/HERO EXPERIENCES

COMPETENCIES AND FHA/HERO EXPERIENCES

The chart below illustrates the relationship between competencies and experiences students frequently encounter through FHA/HERO involvement.

Student Experiences	Manages time	Manages money	Manages facilities/materials	Manages people	Participates on team	Teaches interpersonal skills	Serves customers	Leadership skills	Negotiation skills	Works with diversity	Acquires & evaluates information	Organizes & maintains information	Interprets & communicates information	Processes information via computer	Understands systems	Monitors & corrects performance	Designs or improves systems	Selects technology	Applies technology	Maintains & troubleshoots
Considers issues					x						x							x	x	
Identifies concerns					x						x									
Conducts activities to gauge interest & needs of peers	x		x	x	x	x	x			x	x	x	x	x	x		x	x	x	
Sets goals					x			x	x	x			x							
Plans action	x				x			x	x		x			x	x		x			
Makes decisions					x			x	x		x		x			x				
Leads project development		x	x	x	x	x	x	x	x	x		x			x	x	x			
Makes presentations	x		x			x	x	x				x	x					x	x	
Works on a team	x			x	x		x	x	x	x	x		x		x	x	x			
Researches issues	x		x							x	x	x		x				x	x	
Learns skills to address problems	x				x						x							x	x	
Improves interpersonal skills				x	x			x	x	x	x		x							
Manages time	x				x			x							x					
Manages material resources		x	x					x	x						x			x	x	
Contacts community resources	x			x			x	x	x	x			x					x	x	
Promotes chapter and its projects	x		x	x	x	x	x	x			x	x	x					x	x	
Creates materials and products	x	x	x	x	x	x		x		x		x	x	x		x	x	x	x	
Interacts with adults in various careers					x			x	x	x			x							
Undertakes tasks used in specific careers	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	
Balances school, chapter, family and work responsibilities	x	x	x		x			x	x	x	x	x	x		x	x	x	x	x	x
Evaluates project(s)					x			x			x		x		x	x				
Reports on project(s)			x		x			x			x	x	x	x				x	x	
Receives recognition					x			x												

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INTEGRATING FHA/HERO PROGRAMS IN THE CLASSROOM

Here's how FHA/HERO programs fit into Family and Consumer Sciences courses.

	Child Development & Parenting	Occupational Child Care	Consumer Education/ Resource Management	Family & Personal Development	Food & Nutrition	Occupational Food Service	Housing & Home Furnishing	Textiles & Clothing
F.A.C.E.S.	X	X		X				
Community Service Award	X	X	X	X	X	X	X	X
FACTS	X	X	X	X				
Families First								
Families Today	X	X		X			X	
You-Me-Us	X	X		X				
Meet the Challenge	X	X	X	X			X	X
Balancing Family and Career	X	X	X	X	X	X	X	X
Parent Practice	X	X	X	X	X		X	X
Financial Fitness								
Banking Basics	X		X	X	X	X	X	
Cash Control	X		X	X	X	X	X	X
Making Money	X	X	X	X	X	X		
Consumer Clout	X	X	X	X	X	X	X	X
Financing Your Future	X		X	X			X	
Leaders at Work in Food Service						X		
Power of One								
A Better You	X	X		X	X	X	X	X
Family Ties	X	X		X			X	
Working on Working	X	X	X	X	X	X	X	X
Take the Lead	X	X	X	X	X	X	X	X
Speak Out for FHA/HERO	X	X	X	X	X	X	X	X
Project Earth 2000	X	X	X	X			X	X
Events								
Applied Technology	X	X	X	X	X	X	X	X
Chapter Service Project	X	X	X	X	X	X	X	X
Chapter Showcase	X	X	X	X	X	X	X	X
Entrepreneurship	X	X	X	X	X	X	X	X
Focus on Children	X	X	X	X	X			X
Food Service						X		
Illustrated Talk	X	X	X	X	X	X	X	X
Job Interview	X	X		X	X	X	X	X
Skills for Life	X	X	X	X	X	X	X	X
NH Parenthood/Child Development	X			X				
NH FHA Foods & Nutrition	X		X	X	X			
NH Child Care Events		X		X				
NH State Display	X	X	X	X	X	X	X	X
Student Body								
Nutrition	X	X	X	X	X	X		
Fitness	X	X	X	X	X	X		
Self-Esteem	X	X		X	X	X		X

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Building Strong Leaders in Families, Careers & Communities

Information Sheet

Future Homemakers of America, Inc. is a nonprofit national vocational student organization for young men and women in family and consumer sciences education in public and private schools through grade 12.

Building Skills for Life

Future Homemakers of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education.

Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, intergenerational communication and career exploration.

Involvement in FHA/HERO offers members the opportunity to expand their leadership potential and develop skills for life—planning, goal setting, problem solving, decision making and interpersonal communication—necessary in the home and workplace.

Mission

To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through—

- character development;
- creative and critical thinking;
- interpersonal communication;
- practical knowledge; and
- vocational preparation.

Purposes

1. to provide opportunities for personal development and preparation for adult life;
2. to strengthen the function of the family as a basic unit of society;
3. to encourage democracy through cooperative action in the home and community;
4. to encourage individual and group involvement in helping achieve global cooperation and harmony;
5. to promote greater understanding between youth and adults;
6. to provide opportunities for making decisions and for assuming responsibilities;
7. to prepare for the multiple roles of men and women in today's society;
8. to promote family and consumer sciences and related occupations.

Program Emphasis

FHA/HERO—

- is the only in-school student organization with the family as its central focus;
- is a vocational student organization that functions as an integral part of the family and consumer sciences education curriculum and operates within the school system;
- provides opportunities for active student participation at local, state and national levels.

Membership

FHA/HERO has a national membership of nearly 250,000 young men and women. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

There are 10,000 local chapters. FHA chapters emphasize family and consumer sciences education; HERO chapters emphasize preparation for jobs and careers in family and consumer sciences related occupations.

Since its founding in 1945, FHA/HERO has involved more than nine million youth. Former members are eligible to become members of Alumni & Associates.

Governance

Ten national officers (students) are elected by the voting delegates at the annual National Leadership Meeting and together make up the National Executive Council.

The National Board of Directors is comprised of adult representatives from education and business and four youth representatives.

State associations and local chapters elect their own youth officers. State programs come under the direction of family and consumer sciences education staff. Chapter advisers are family and consumer sciences teachers.

Financial and Cooperative Support

FHA/HERO is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations. FHA/HERO is endorsed by the U.S. Department of Education (Office of Vocational and Adult Education) and the American Association of Family and Consumer Sciences (AAFCS).

National Staff

An executive director leads the organization and heads a national staff that gives direction to and carries out programs, communications, membership services and financial management.

National Publications

Teen Times, the official magazine of FHA/HERO, is published quarterly during the school year and distributed to affiliated members. The national staff also publishes a variety of other resource materials for members and adult leaders. A free publications catalog is available upon request.

Future Homemakers of America, Inc.
1910 Association Drive
Reston, Virginia 20191-1584
(703) 476-4900
FAX (703) 860-2713

Alan T. Rains, Jr., *Executive Director*

May 1996

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PROGRAMS

Adviser Recognition Program

Chapter advisers deserve credit! Advisers can earn national recognition in one of the following categories:

- Master Adviser
- Adviser Mentor
- Years of Service
- Spirit of Advising

Contact your FHA/HERO State Adviser for applications.
Deadline: The Master Adviser and Adviser Mentor applications are due to State Advisers postmarked by February 1, 1999.

Career Connection

Learn how to link options and skills for success in careers, families and communities. Through individual, cooperative and competitive activities, members discover their strengths, target career goals and initiate a plan for achieving the lifestyle they desire. This new program offers activities in six unit areas—

- Plug In to Careers
- Sign On to the Career Connection
- Program Career Steps
- Link Up to Jobs
- Access Skills for Career Success
- Integrate Work and Life

Deadline: All applications due to national FHA/HERO postmarked by March 1, 1999.

Community Service Award

Address a community need using family and consumer sciences skills.

- Receive recognition and awards for your chapter
- Have fun helping your community

Deadline: Award applications due to State Advisers postmarked by March 1, 1999.

Families First

Learn the concepts and skills necessary for a strong family life, and gain leadership skills by sharing these concepts with other members. A fun, hands-on experience for all!

- Families Today
- You-Me-Us
- Meet the Challenge
- Balancing Family and Career
- Parent Practice

Deadline: All applications due to national FHA/HERO postmarked by March 1, 1999.

FACTS

(Families Acting for Community Traffic Safety) Participants improve traffic safety in their communities by reducing impaired driving and increasing seatbelt usage. Sponsored by the National Highway Traffic Safety Administration.

- Chapters work with other groups and initiate projects within their communities
- Receive recognition and rewards
- Make an impact in your community

Deadline: Applications due to State Advisers postmarked by March 1, 1999.

Financial Fitness

This program empowers youth to educate their peers in the following areas:

- Banking Basics
- Cash Control
- Making Money
- Consumer Clout
- Financing Your Future

Deadline: Project reports due to national FHA/HERO postmarked by May 1, 1999.

Japanese Exchange Program

Full scholarships available for FHA/HERO members who are sophomores and juniors in high school.

- Spend six weeks with a Japanese family
- Visit fascinating and beautiful sights
- Develop independence and learn about yourself

Deadline: Written application requests should be postmarked by November 13, 1998 and phone requests made by November 23, 1998. Semi-finalists will be notified in April 1999 and finalists are announced in May 1999.

Leaders at Work in Food Service

Sponsored in part by Johnson & Wales University, this program helps HERO members involved in food service training develop career-related leadership skills. Sharpen your skills in:

- Communication
- Management
- Entrepreneurship
- Interpersonal Relationships

This program recognizes outstanding leaders with college scholarships. **Deadline:** Participants' membership dues must be received by national FHA/HERO postmarked by January 2, 1999, and applications are due to national FHA/HERO postmarked by March 1, 1999.

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FHA/HERO At A Glance 1998-99

power of one

Power of One

This is an exciting, self-directed program that lets you set goals for yourself and work to achieve them through five fun, activity-filled units:

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak Out for FHA/HERO

Deadline: Applications are due to national FHA/HERO postmarked by April 1, 1999.

STAR Events

(Students Taking Action with Recognition)
STAR Events are competitive events that build proficiency and achievement in leadership and job-related skills. Events include:

- Applied Technology
- Chapter Service Project
- Chapter Showcase
- Entrepreneurship
- Focus on Children
- Food Service
- Illustrated Talk
- Interpersonal Communications
- Job Interview
- Parliamentary Procedure
- Skills for Life

Deadline: Check with your State Adviser for state deadlines. Membership dues for national STAR Events participants must be sent to national FHA/HERO, postmarked by March 1, 1999. National STAR Events applications and registration fees must be sent to national FHA/HERO postmarked by May 1, 1999.

Student Body

A peer education program gets youth involved by developing and carrying out projects related to:

- Fitness
- Nutrition
- Self-awareness

Deadline: Project reports due to national FHA/HERO postmarked by May 1, 1999.

Building Str
Families, Careers

MEETINGS

Meetings and Conferences

A+ Conferences

(A Positive Lifestyle for Ultimate Success)
Fun personal development conferences that encourage internal motivation, positive attitudes and healthy lifestyles. Adviser training will be available at selected sites. A+ helps you set your own personal goals and begin the incredible journey toward reaching them. Check the listing below for the A+ Conference nearest you. Contact your State Adviser for details and deadlines. For the most up-to-date list of A+ conference sites, call 1-800-NFO-TOGO.

STATE	CITY	DATE
Montana	Helena	Sept. 19-20
Nebraska	Aurora	Sept. 20-21
Kentucky	Hardinsburg	Sept. 25-26
Oklahoma	Oklahoma City	Oct. 1-2
Arkansas	Conway	Oct. 2-3
Kansas	Hesston	Oct. 4-5
Utah	Sherwood Hills	Oct. 16-17
Missouri	Osage Beach	Oct. 18-19
Wisconsin	Menomonie	Oct. 23-24
South Dakota	Pierre	Oct. 31-Nov. 1
Ohio	Miamiburg	Oct. 24-25
Indiana	Indianapolis	Feb. 6-7, 1999

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MEMBERSHIP SERVICES

Leaders in
id Communities

Cluster Meetings

Experience an exciting weekend of leadership training. Registration brochures are mailed to chapters in August, 1998. Register early!

Access Your FUTURE

STATE	CITY	DATE
North Carolina	Greensboro	Oct. 23–25, 1998
New York	Buffalo	Nov. 6–8, 1998
New Mexico	Albuquerque	Nov. 13–15, 1998
Missouri	St. Louis	Nov. 20–22, 1998

National Leadership Meeting

Make new friends, share ideas and learn more about being a great leader!
July 4–8, 1999
Boston, Massachusettes

FHA/HERO
1910 Association Drive
Reston, VA 20191-1584
703/476-4900
Fax: 703/860-2713
E-Mail: natlhdqtrs@fhahero.org
Homepage: www.fhahero.org
Fax-on-Demand: 1-800-NFO-TOGO

National Mailings:

August:	1998 Cluster Meeting Brochure Fall Chapter Mailing Chapter Membership Mailing September/October *Teen Times*
September:	Send dues to ensure full service
November:	November/December *Teen Times* Winter Chapter Mailing
January:	January/February *Teen Times*
February:	Affiliation form mailed to non-reaffiliated chapters FHA/HERO Week, February 7-13, Theme: "Building Strong Leaders in Families, Careers and Communities."
March:	March/April *Teen Times* Spring Chapter Mailing

Membership Campaign- Final Year for Catch the Spirit

Focus on membership recruitment and development and let national FHA/HERO show you the money! Become a 1998-99 Spirit Chapter and earn national recognition and cash awards. **Deadline:** Award applications due to national FHA/HERO postmarked by March 1, 1999.

Catch The Spirit!

Alumni & Associates

National Alumni & Associates members are former members of Future Homemakers of America and New Homemakers of America, honorary FHA/HERO members, present and former family and consumer sciences and home economics educators, parents, teachers, employers and other corporate sponsors. Please contact national FHA/HERO for membership information.

Step One

Step1

Step One takes old and new members on a safari for a fast and fun way to learn about FHA/HERO. Complete this activity and notify national headquarters to receive a letter of congratulations and a Step One sticker. **Deadline:** None.

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January 7, 1999

Dear Ms. Jane Young,

I would like to begin by thanking you for coming all the way to Berlin, NH to explore our Family Career Community Leaders (FCCL) chapter and its related programs.

I am a sophomore at Berlin High School and have been in FCCL for the past two years. In just a short time our chapter has been very successful as a whole and in individual efforts. I would like to tell you about my experiences and progression with FCCL because I am unfortunately unable to attend the meeting.

Since I became involved with FCCL I have had several positive personal changes. I used to be very shy unless I was around the people I was close to. When I was with those who I was close to I was very friendly, personable, and outgoing. One of my close friends persuaded me to join FCCL. At first I was speculative. I knew that I wanted to be involved, because I try to become active in many school activities. When I heard that there was a great deal of public speaking involved I was hesitant. I took the chance and went to this first FCCL meeting and became a member.

I have worked on many community service projects as well as a poster for competition at Fall Rally. When it came time to decide what competitions the members would do for Spring Conference FCCL had already changed me. Most competitions included doing public speeches not only for the judges, but also for the community as practice. I had great confidence, so the project I chose was Illustrated Talk. This competition consisted of speaking for ten minutes by yourself on a topic of your choice. I chose Sun Safety. (There are posters of my project for you to see). I did my presentations around the community and was comfortable with my speech. By the time my competition came I was hardly nervous. My presentation was a great success. I received a Gold Medal.

I was chosen to attend the National Leadership Meeting in New Orleans, Louisiana. I competed against the top FCCL members in the country and earned a National Gold Medal for the category of Illustrated Talk.

Through FCCL and FHA/HERO I was able to meet many new friends from all over New Hampshire as well as all over the United States. It has been a great experience to meet people and hear about their own FCCL experiences. A person can learn many new ideas and methods of how to overcome problems. Our chapter members work very close with each other and help one another through the hard times. I have become very close to some of the members and have definitely enjoyed the relationships.

This spring I will be presenting a new project for competition and the community and will hopefully be just as successful as I was last year. I will be running for NH FCCL State Secretary. My confidence level has dramatically changed. FCCL has helped me so much. I have become very outgoing and have learned self expression and professionalism. I believe that if anyone were to ask me to discuss a particular topic publicly I could perform the task.

I could not expect more from such a club. I encourage you greatly to start an FCCL or FHA chapter in your town and *Unmask Your Potential*. Once again thank you for choosing the Berlin chapter as your destination of choice.

Sincerely,

Krystal L. Couture

Krystal L. Couture
Berlin High FCCL Parliamentarian

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Family and Consumer Sciences
Mission Statement

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CHILD DEVELOPMENT EXIT OUTCOMES

- To produce effective communicators.
- To produce exemplary interpersonal skills within the family and community

School and Community
Together

CHILD DEVELOPMENT CERTIFICATE PROGRAM

ENDORSED BY
Mishawaka Township School District
Family and Consumer Sciences Department
Elementary Dept. of Education
and
Early Childhood Dept. of Public Welfare
Children, Youth and Families

155

Integrated Coursework

Grades 9 - 12

Health

Family and Consumer Sciences

Psychology

Contact your Guidance Counselor or Child Development Facilitator for more information.

You will receive Certificate I when you complete 400 hours of documented course work in the following:

1. Child or staff health
2. Child Development and Early Childhood Education
3. Supervision, discipline and guidance of children
4. Nutrition for children
5. Child Care program development

You can do this by enrolling in the following courses within 9th-12th grade:

1. Child Development
2. Foods
3. Health
4. Psychology

You will receive Certificate II when you complete 200 hours of supervised training in a child day care facility

The Child Development instructor will coordinate this with you and a community day care center

BEST COPY AVAILABLE

WHAT CAN THESE CERTIFICATES DO FOR YOU?

Certificate I . . .
enables you to be hired as an aide in a day care center

Certificate II . . .
enables you to be hired as an assistant group supervisor in a day care center

Both certificates will count toward the Community Service credit adopted by the Millcreek School Board

Throughout the Child Development Course, you will work on a portfolio to present to a potential employer

Your portfolio will include:

- 2 letters of reference
- Medical exam and TB test
- Data sheet
- Emergency form
- Various self and staff assessments
- Sample lesson plans

APPENDIX J

- **STATE CHAPTER 4 ACADEMIC STANDARDS AND ASSESSMENT**
- **NATIONAL COMPREHENSIVE STANDARDS**

CHAPTER IV ACADEMIC STANDARDS AND ASSESSMENT

January 28, 1999

Chapter Four and FCS

Chapter Four, the State Boards revised chapter on "Academic Standards and Assessment" has been published in the Pennsylvania Bulletin. This chapter is proposed to replace Chapter 3, "Assessment," Chapter 5, "Curriculum," and Chapter 6, "Vocational Education." The following are the references to FCS within it:

Academic Standards and Planning P-3878

4.11. Purpose of public education.
(g) Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:
(9) Family & Consumer Sciences
4.12. Academic Standards
(a) school entities may develop, expand or improve existing academic standards in the following content areas until the Board adopts standards under subsection (g) and rescinds the description of the corresponding content areas:
(7) Family & Consumer Sciences. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.
(g) In developing academic standards in subsection (a) content areas, the Secretary shall consult with educators, business and community leaders, and parents. Academic standards in the following content areas will be developed by the Secretary and presented to the Board no later than the following schedule:
September 1999 Family & Consumer Sciences

Curriculum and Instruction

4.22. Middle Level Education
(c) Planned instruction in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as separate course or as an instructional unit within a course or other instructional activity:
(11) Family & Consumer Sciences, including principles of consumer behavior and basic knowledge of child health and child care skills.
4.23. High School Education
Planned instruction in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as separate course or as an instructional unit within a course or other instructional activity:
(9) Family & Consumer Sciences, including principles of consumer behavior and basic knowledge of child health and child care skills.
(d) The following planned instruction shall be made available to ever student in the high school program:
(1) Vocational-technical education under 4.3 and 4.31-4.35 (relating to definitions and; and vocational education)

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

CONSUMER AND FAMILY RESOURCES

2.0 Evaluate management practices related to the human, economic, and environmental resources.

CONSUMER SERVICES

3.0 Integrate knowledge, skills, and practices required for careers in consumer services.

EARLY CHILDHOOD, EDUCATION, AND SERVICES

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FACILITIES MANAGEMENT AND MAINTENANCE

5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FAMILY

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

FAMILY AND COMMUNITY SERVICES

7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

FOOD PRODUCTION AND SERVICES

8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

FOOD SCIENCE, DIETETICS, AND NUTRITION

9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

HOSPITALITY, TOURISM, AND RECREATION

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

HOUSING, INTERIORS, AND FURNISHINGS

11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

HUMAN DEVELOPMENT

12.0 Analyze factors that impact human growth and development.

INTERPERSONAL RELATIONSHIPS

13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

NUTRITION AND WELLNESS

14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

PARENTING

15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

TEXTILES AND APPAREL

16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

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NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

These standards were developed by a National Consortium under the direction of the National Association of Administrators of Family and Consumer Sciences Education. Begun in June of 1996, they were presented to the public in May of 1998. They are the work of countless committees, focus groups and professional reviews. While not mandated for use in Pennsylvania, they can serve as a guide to local Family and Consumer Sciences/Home Economics educational programs. It is appropriate to use them to design curriculum, to select instruction methods and in creating assessments.

FACS Areas of Study	National Standards Format
Career, Community and Family Connections* Consumer and Family Resources* Consumer Services Early Childhood, Education and Service Facilities Management and Maintenance Family* Family and Community Services Food Production and Services Food Sciences, Dietetics and Nutrition Hospitality, Tourism and Recreation Housing, Interiors and Furnishings Human Development* Interpersonal Relationships* Nutrition and Wellness* Parenting* Textiles and Apparel * Indicates core areas, all others are occupational areas.	Area of Study Comprehensive Standards Content Standards Competencies Academic Proficiencies Process Questions Scenarios

Organizing Processes:

1. Thinking Process
2. Communication Process
3. Leadership Process
4. Management Process

Types of Action:

1. Technical Action (knowledge, facts, manipulative skills)
2. Interpretive Action (interacting with other people)
3. Reflective Action (critical examination, selection of "best")

APPENDIX K

CERTIFICATE OF TERMINAL COMPETENCY
FOR
CHILD CARE
(BERLIN, NEW HAMPSHIRE)
(MILLCREEK, ERIE, PA)

Certificate
of
Technical Competency

This is to certify that:

Abigail Young

Achieved the performance levels acknowledged on
the reverse side and is therefore recognized.
Berlin High School, Berlin NH

Vocational Director _____ Teacher _____ June 7, 1996

PROGRAM: CHILD CARE

MAJOR COMPETENCY AREAS

DIRECTIONS: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency. The numerical ratings of 4, 3, 2, and 1 are not intended to represent the traditional school grading system of A, B, C, and D. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

* SCALE:
4 - Skilled--can work independently with no supervision
3 - Moderately Skilled--can perform job completely with limited supervision
2 - Limited Skill--requires instruction and close supervision
1 - No Exposure--no experience or knowledge in this area

STUDENT COMPETENCY ACHIEVEMENT

CHILD CARE

4	3	2	1		
	•			A	Prenatal
	•			B	Environmental Influences
	•			C	Infant Care
•				D	Promoting Health
•				E	Insuring Safety
	•			F	Nutrition for Children
•				G	Physical and Motor Development
	•			H	Cognitive and Language Development
•				I	Social and Emotional Development
		•		J	Guidance and Discipline
•				K	Play and Play Materials
	•			L	Children Literature
	•			M	Child Abuse and Neglect
•				N	Career Awareness
•				O	Apply for the Job
•				P	The Facility
	•			Q	Special Needs Children
•				R	Snacks
	•			S	Storytelling
•				T	Art
	•			U	Music
	•			V	Language Arts
•				W	Math
•				X	Blocks
•				Y	Science
	•			Z	Youth Leadership
•				a	Daily Preschool Duties

WORK HABITS & ATTITUDES

4	3	2	1		
•				A	Work Habits
•				B	Safety Habits
	•			C	Attendance
•				D	Integrity
•				E	Responsibility
		•		F	Motivation
		•		G	Initiative
	•			H	Effort
	•			I	Leadership
•				J	Reaction to Authority
•				K	Advance Preparation
•				L	Attitude

*Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

APPENDIX L

COMMUNITY OUTREACH LETTERS
OF
ACKNOWLEDGEMENT

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Nov. 3, 1998

Dear Students + Mrs. Conrad:

Thank you for the delicious cookies you gave our clients. Everyone was so happy to receive them.

We appreciate the kind letters. You are to be commended for your interest and concern.

Happy Holidays!

Maire

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Card by Hallmark

For your generous donation to the North Hills Food Bank.

It is very much appreciated by the families in need that we serve.

Robert L Crawford
Director

163

The Bradley Center

Excellence in Serving Children, Youth & Families

Est. 1905

Administrative Support Services
522 Saxonburg Road
Pittsburgh, Pennsylvania 15238

(412) 767-53[redacted]
FAX: (412) 767-54[redacted]

February 5, 1998

Mrs. Ruth Conrad
Ingomar Middle School
Ingomar Heights Road
Pittsburgh, PA 15237

Dear Mrs. Conrad,

This is to acknowledge and thank Ingomar Middle School Children's Charity group for the beautiful hand-made quilt and pillow. It was a very kind of the children to use their time and talents for the residents of The Bradley Center. We have given the quilt to The Bradley Center's group home located on Middle road.

It means a great deal to The Bradley Center to know you are teaching your group of students community service, and that you share our commitment to children.

Once again, on behalf of the children cared for by The Bradley Center, thank you for your kindness and constant friendship.

Sincerely,

Walter Goedeke
Executive Director

ACCREDITED

The Bradley Center

Excellence in Serving Children, Youth & Families *Est. 1905*

522 Saxonburg Road, Pittsburgh, Pennsylvania 15238 • (412) 767-5460 • FAX (412) 767-5620

February 6, 1996

Mrs. Ruth Conrad
Ingomar Middle School
Ingomar Heights Road
Pittsburgh, PA 15237

Dear Ruth,

I am writing on behalf of the children at The Bradley Center to thank the students at Ingomar Middle School for the beautiful handmade quilt. I know they put a great deal of time and effort into this project, and each stitch reflects the care and concern they feel for the children at Bradley.

It is gratifying to know that the students at Ingomar Middle School are so willing to devote themselves to a project which will benefit those less fortunate. Their dedication and enthusiasm is certainly commendable.

A special thanks to you, Ruth, for offering your guidance to the students, and for helping to foster a true "spirit of giving."

With warm regards,

Kathy

Kathleen A. Lynch
Director of Development
and Community Relations

The Bradley Center

Excellence in Serving Children, Youth & Families

Est. 1905

522 Saxonburg Road, Pittsburgh, Pennsylvania 15238 • (412) 767-5460 • FAX (412) 767-5620

April 25, 1994

Mrs. Conrad's Home Economics
7th grade class
Ingomar Middle School
Ingomar Heights Road
Pittsburgh, PA 15237

Dear Friends,

On behalf of The Bradley Center children, I would like to express our heartfelt thanks to all of you for the wonderful afternoon of baking, activities and games on April 9.

Mrs. Conrad explained to me that you have been working on this community service project since October, and I want you to know how very much we appreciate your efforts. It is certainly gratifying to know that young people like yourselves take the time to show they care about those less fortunate.

The Bradley Center strives to maintain a high standard of quality treatment for emotionally disturbed, dependent and neglected children. We are grateful for the support we receive from others who inspire us to achieve this goal.

On behalf of the entire Bradley Center family, thank you.

Sincerely,

Kathleen A. Lynch

Kathleen A. Lynch
Director of Development
and Community Relations

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DEPARTMENT OF VETERANS AFFAIRS
Medical Center
Highland Drive
Pittsburgh PA 15206

October 18, 1993

In Reply Refer To: 645/135

MS BOBBI MISLAY
INGOMAR MIDDLE SCHOOL
INGOMAR HEIGHTS ROAD
INGOMAR PA 15237

Dear Ms. Mislay:

On behalf of the patients and employees of the Highland Drive Department of Veterans Affairs Medical Center, I want to express our appreciation to you and 8th Grade students for your generous donation to our Medical Center.

The ditty bags that the students made and donated were very much appreciated. They will be distributed to our veteran patients who are in need of such items. Your donation will help improve the quality of life of our patients.

Once again, thank you for your interest and support in the care and treatment of our hospitalized veterans here at Highland Drive.

Sincerely,

REEDES HURT
Director

To all the students of Mrs. Newsome's 6th,7th & 8th period Child Development course:

I would like to let you all know how much Kyle and I appreciate the love, attention and education you have provided to him over the past several months.

Although he has become especially attached to a few students, I realize each and every one of you has played an important role in helping him find independence and confidence first with a casted leg, then in learning to walk again. I have seen a marked improvement in his fine motor skills and letter recognition. He doesn't relay much information about class back to me. However, I can see in his happiness in coming and leaving class, he has thoroughly enjoyed each moment spent with you. As a parent, it give me reassurance to leave him in an environment such as yours.

I have such gratitude for the availability of this program that I would like to thank each of you, whether I have met you personally or not. I would like to offer everyone a gift, but found myself in a quandary. Then I thought of a children's program you may be familiar with; Make A Wish Foundation. This foundation grants a wish that may otherwise be infeasible to a terminally or gravely ill child. I have worked with them personally in the past. It is a miraculous foundation. Therefore, I decided to make a donation to Make A Wish in honor of the classes Kyle attends. This way you will all once again provide a cherished experience to a child. Mrs. Newsome should receive a letter soon.

Kyle and our family wish you all a joyful holiday season and much luck in your post graduation endeavors.

Sincerely and with love;
Kyle and Janet Daltner

Make-A-Wish Foundation®
of Western Pennsylvania

555 Grant Street, Suite 425
Pittsburgh, Pennsylvania 15219-4408
(412) 471-WISH
(412) 471-9705 Fax
e-mail: westpa@wish.org
www.wish.org/westernpa

December 29, 1998

Mrs. Pamela Newsome
North Allegheny Senior High School
10375 Perry Highway
Wexford PA 15090

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Dear Mrs. Newsome:

We are writing to inform you that on December 29, 1998, the Make-A-Wish Foundation of Western Pennsylvania received a generous gift in honor of Kyle Daltner's Preschool Class given by Janet and Carl Daltner at 289 Mingo Rd., Wexford PA 15090.

The mission of Make-A-Wish is to fulfill wishes for children with life-threatening illnesses. Whether a child wants a pony, a trip to Florida, or to skate with a famous hockey player, Make-A-Wish can help that child once again find hope and happiness. Through the magic of a wish, we touch the hearts of these children and their families. Here is an example of the joy a wish can bring:

Robbie knows that his illness, Becker's muscular dystrophy, will eventually lessen the use of his arms and legs. To maintain his independence, Robbie wished for a companion dog to help him. We worked with an organization called "Paws with a Cause" to find the perfect dog. Robbie was to become a recipient of one of their dedicated and trained dogs. It took a long time, but a match was found and Robbie's big day finally came. His Make-A-Wish volunteers arranged a surprise meeting at the Pittsburgh International Airport. (Robbie thought he was there to meet an aunt!) Television and newspaper reporters huddled near the exit gate to capture the moment on film, and passersby wondered what celebrity would be getting off the plane. To Robbie's surprise, it was his new Labrador Retriever! He couldn't have been more surprised or happy. Robbie's parents and family were crying, and Robbie was beaming from ear to ear while hugging his new best friend, Rigby.

Sincerely,

Barbara L. Becker
Manager of Major Gifts

BLB:dpk

A copy of the official registration and financial information may be obtained from the Pennsylvania Department of State by calling toll-free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement.

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Office of the President

November 16, 1998

Ms. Pamela Newsom
North Allegheny High School
10375 Perry Highway
Pittsburgh, PA 15090

Dear Ms. Newsom:

Each year as we welcome the entering class at Westminster College we invite our new students to name an outstanding high school teacher – an exceptional person who has been a valued influence in the lives of these exceptional young people.

I am pleased to tell you that you were identified by Marc Hubert as a person having all the above attributes. Please accept our congratulations and admiration. Westminster values the importance of strong teaching and the extra effort you expend each year on behalf of your students.

We are grateful for the opportunity to build on the foundations you have helped to prepare.

Best wishes for continued personal fulfillment and professional success as you begin, again, the most important work of all.

Sincerely,

R. Thomas Williamson

RTW:jm

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319 S. Market St. New Wilmington, Pennsylvania 16172-0001
Telephone (724) 946-7130 FAX (724) 946-7132

Dear 8th Grade Students, 3-4-98

Thank you so much for coming to Vincentian Home to be with our residents. Your presence and active participation with our residents is greatly appreciated and <u>needed</u>. Please feel free to visit or volunteer with our elderly.

Sincerely,
Marlene Dean
Activity Director

Thinking of you
and wanting to be sure you know
that you hold a very special place
in our heart.

Thank You very much for having a bingo at Passavant. We really enjoyed your visit and hope you'll come back soon...

Truly,
Passavant Residents

(although I tend to be on the quite side I really enjoy being part of this group!)

3/19/99

Dear Bob, Bernadette, Bobbi, Cindy, Jane, Karen, Tom, Roseann, Ruth, and Tara,

It was surprised and touched by the thoughtful gift you gave to Malcolm and me. It is the perfect gift as far as I'm concerned! (-- a night free from cooking.)

Malcolm knows exactly where the restaurant is and also wants me to express his thanks. We will enjoy a quite dinner alone. Thank you for your kind gesture.

Sincerely, Leticia

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University of Pittsburgh

School of Health and Rehabilitation Sciences
Department of Clinical Dietetics and Nutrition

4044 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-647-1212
Fax: 412-647-1255

July 22, 1998

Jane Young
Chairperson-Family & Consumer Sciences Department
North Allegheny Senior High School
10375 Perry Highway
Wexford, PA 15090

Dear Jane,

We would like to thank you and your staff for the time and guidance you provided to the Dietetic Students in their community nutrition experience with the school age child. We are grateful for the time you spent organizing this rotation and speaking to the class. The knowledge you imparted on the students will be most helpful to them as they move on to their professional careers.

Your interest in the students and your support of the dietetics program is greatly appreciated. We look forward to working with you again in the future and would welcome any comments or recommendations you might have regarding this community nutrition rotation. Your comments and suggestions will be held confidential and are used to improve the quality of the program. Have a terrific spring, and please feel free to keep in touch.

Sincerely,

Kim Crawford

Kim Crawford, M.S., R.D.
Clinical Coordinator

Bethlehem Haven

620 SMITHFIELD STREET • PITTSBURGH, PENNSYLVANIA 15222

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January 5, 1998

Ms. Lindsey Bugel
North Allegheny Intermediate School Project
1645 Pin Oak Drive
Pittsburgh, PA 15237

Dear Ms. Bugel,

During this holiday season we are particularly grateful for the support of friends like you. The generosity was overwhelming as everything from towels and sheets to perfume and candy poured into our offices. Some of you gave of your time to support our holiday house pin and ornament sale. Others donated much needed items or gifts for the women. We want to thank you all for your generosity and consideration for the women of Bethlehem Haven.

Your recent gift of toiletries for each woman (packaged in beautiful handmade bags!) helped us to better serve those who come to our door each night searching for shelter, food, clothing, and other services provided by us and by our collaborative partners. We are especially delighted to know that so many young people in the North Allegheny School District took part in your project. You are terrific!

In the coming year we hope that the many joys and blessings you have shared with us and others be returned to you a hundredfold. Friends like you are making it possible for us to meet the increasing need, and we are very grateful.

May this holiday season bring you warmth, joy and a sense of peace.

Sincerely,

Marilyn Sullivan

Marilyn Sullivan
Executive Director

PLEASE NOTE: In accordance with IRS charitable giving regulations, this letter serves as your official receipt. As no goods or services were received in exchange for this contribution, the full amount of your gift is tax-deductible.

March 2, 1999

Dear Ruth + Students,

Thank you for the delicious cookies. Our clients have been enjoying them and have expressed their appreciation.

Your letters are very interesting and we have enjoyed reading them.

We were happy to host your visit and are grateful to all North Allegheny teachers and students for your support.

May your future be bright for you.

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Sincerely,
Marie

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For your generous donation to the North Hills Food Bank.

It is very much appreciated by 182 the families in need that we serve.

Robert Blandford
Director

Mrs. Grogan,

Thank you and all your students for coming to World Vision! We enjoyed working together with your group. I look forward to your next visit with us.

CHANGING THE WORLD

ONE LIFE AT A TIME ...

THANK YOU FOR PARTNERING

WITH WORLD VISION.

Sincerely,

Laura Fronko

Roseanne,

We are sorry that we couldn't work your group into the schedule this month. I hope that we will be able to set something in the future.

CHANGING THE WORLD

ONE LIFE AT A TIME ...

THANK YOU FOR PARTNERING

WITH WORLD VISION.

Laura Fronko

BEST COPY AVAILABLE

University of Pittsburgh

School of Health and Rehabilitation Sciences
Department of Clinical Dietetics and Nutrition

4044 Forbes Tower
Pittsburgh, Pennsylvania 15260
412-647-1212
Fax 412-647-1255

July 22, 1998

Dr. Marsha Martin
Principal
Carson Middle School
200 Hillvue Lane
Pittsburgh, PA 15237-5344

Dear Dr. Martin,

We would like to thank you for allowing the dietetic students from the University of Pittsburgh to come to Carson Middle School for the day to complete a rotation in community nutrition for the school age adolescent. This opportunity provided a very valuable learning experience for the dietetic students.

We also wanted to thank you for your time and flexibility in making the arrangements for the day. From our prospective, the whole experience was a complete success. We know that the insight and experience acquired from the rotation will be most helpful to the dietetics students as they move on to their professional careers. It is our hope that your students benefitted as much as ours did from the day.

Your support and interest in the dietetics program is greatly appreciated. We look forward to working with you again in the future, as we would like to offer this experience to our students again next year. If you have any comments of suggestions to improve the rotation, please let me know. Have a terrific summer.

Sincerely,

Kim Crawford

Kim Crawford MS, RD
Clinical Coordinator

Bethlehem Haven

620 SMITHFIELD STREET • PITTSBURGH, PENNSYLVANIA 15222

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January 5, 1998

Ms. Lindsey Bugel
North Allegheny Intermediate School Project
1645 Pin Oak Drive
Pittsburgh, PA 15237

Dear Ms. Bugel,

During this holiday season we are particularly grateful for the support of friends like you. The generosity was overwhelming as everything from towels and sheets to perfume and candy poured into our offices. Some of you gave of your time to support our holiday house pin and ornament sale. Others donated much needed items or gifts for the women. We want to thank you all for your generosity and consideration for the women of Bethlehem Haven.

Your recent gift of toiletries for each woman (packaged in beautiful handmade bags!) helped us to better serve those who come to our door each night searching for shelter, food, clothing, and other services provided by us and by our collaborative partners. We are especially delighted to know that so many young people in the North Allegheny School District took part in your project. You are terrific!

In the coming year we hope that the many joys and blessings you have shared with us and others be returned to you a hundredfold. Friends like you are making it possible for us to meet the increasing need, and we are very grateful.

May this holiday season bring you warmth, joy and a sense of peace.

Sincerely,

Marilyn Sullivan

Marilyn Sullivan
Executive Director

PLEASE NOTE: In accordance with IRS charitable giving regulations, this letter serves as your official receipt. As no goods or services were received in exchange for this contribution, the full amount of your gift is tax-deductible.

Volunteering Your Teens

By Jennifer Kissel

You constantly watch for signs that you've raised your children "right." You cringe when your father-in-law complains about "kids these days," but you're beaming when your neighbor tells everyone at the Christmas party about your teenage son rising with the sun to shovel her driveway — without being asked.

One of the most satisfying things parents can witness is their teenager doing something selfless — grocery shopping for an elderly couple in the high rise down the street or coordinating a blood drive at school to honor a classmate with leukemia. Thousands of North Hills teens are volunteering their talents and time, and there are so many ways that teens can get involved.

One convenient volunteer avenue for a teen is the school route. In fact, many schools have curriculum requirements stating that each student must donate a certain amount of hours to community service each year. The schools usually have a variety of clubs or an organization through which the teens can volunteer. Even schools with no requirement have many volunteer options, and each student's volunteer work is summarized and recorded in his or her permanent record.

North Allegheny Senior High School students have no curriculum requirement but have numerous opportunities to volunteer through various clubs, student council and Leadership Class. Two major school-wide projects include a canned food drive, in which students collect canned foods for the community's needy, and Santa's Stocking Project, in which students collect and wrap gifts for needy children in the community. The gifts are then distributed to local institutions (like Holy Family), schools and families.

Carson Middle School includes a community service project in its Family and Consumer Science curriculum. Teens at North Allegheny Intermediate School do community service projects through Leadership Class and other organizations.

Some teens are more "free-spirited" and prefer to get involved outside of the school setting. Community organizations are always happy to train teens, and many community organizations work in conjunction with the school districts for the curriculum requirements.

"It's always unique when services are performed by young people and it always enhances the patient's experience," said Valerie Wilden, communications manager for St. Barnabus Health System. "Volunteers are creative. Sometimes they go bedside to our very ill patients and do 'sensory stimulation' activities, like bringing in fall leaves and cinnamon-scented candles."

Wilden noted that the teen response to Presents for Patients, a holiday gift program that reaches 160-plus facilities, is always high, and teens do things all year that bring joy to patients. "They throw parties and adopt patients and visit them. They can assist residents with activities like bingo and craft making, she added."

Teens ages 14 through 20 who wish to volunteer at St. Barnabus Nursing Home can contact Pam Weber at 443-0700; for Valencia Woods Nursing Center, contact Denise Pastorek at 625-4000.

Debbie Tylenda, activities director at St. Francis Nursing Home in Cranberry, noted that there are lots of opportunities there. "A lot of kids going to college who want to study occupational therapy, for example, can volunteer here and observe

PARENTS Continues on page 16

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APPENDIX M

DEPARTMENT LOG OF MEETINGS

Family & Consumer Sciences Curriculum Review Calendar

8/12/97	Marcia and Jane meeting to prepare for upcoming in-service
8/22/97	Marcia and Jane meeting for in-service
8/26/97	Department in-service
10/27/97	Jane and Dot advisory meeting
11/3/97	Department in-service – Dot presented curriculum review materials
11/20/97	Pam and Jane to develop survey questions
12/5/97	Jane and Marcia to discuss plan for in-service in January and update overall progress
1/19/98	Pam, Karen, Roseanne, Emily, Barb, Bernadette to discuss survey and visitations
1/22/98	Marcia and Jane to plan for upcoming in-service
1/23/98	Department in-service
2/6/98	Emily, Patricia, Tara, Karen, Jane, Marcia to conduct a research sub-committee meeting
2/9/98	Marcia and Jane to plan for upcoming in-service
2/16/98	Department in-service
3/98	In-service
4/16/98	Marcia and Jane to prepare for the student focus group
4/17/98	Marcia, Jane and Karen conducted the student focus group
4/25/98	Pam, Bernadette, Karen, Tara, Jane and Marcia conducted a steering committee meeting to discuss focus group findings
5/12/98	Pam, Bernadette, Karen, Tara, Jane and Marcia to discuss business, parent, graduate survey findings
5/27/98	Department meeting to conduct a year-end final discussion and assign research for summer reading
8/6/98	Marcia, Bernadette, Emily, Tara, Karen, Bobbi, Jane to conduct a symposium update/organization, research findings

8/19/98	Marcia and Jane to plan opening year in-service
8/25/98	Department in-service
9/3/98	Barb and Jane to create symposium speaker letters
9/8/98	Tara and Jane to
9/9/98	Barb and Jane to complete symposium speaker letters
9/18/98	Marcia, Jane, and Mrs. Molnar – Board interview
9/25/98	Karen, Barb, Patricia, Bernadette, and Jane – symposium sub-committee meeting
10/2/98	Marcia, Jane, and Mr. Bierle – Board interview
10/15/98	Marcia, Jane, and Dr. Bozzomo – Superintendent interview
10/26/98	Marcia, Jane, Mrs. Grosheider and Mrs. Taylor – Board interview
10/29/98	Marcia and Jane to plan for November in-service
11/2/98	Department in-service
11/5/98	Marcia and Jane to facilitate parent focus group
11/6/98	Karen, Bernadette, Patricia, Jane, and Barb to finalize plans for the symposium
11/12/98	Symposium
11/13/98	Pam and Jane met with Mrs. Pascal, Secretary's Regional Representative, United States Department of Education, Region 1
12/2/98	Jane, Marcia, Judy Dodd, Dot Drazenovich, and Steve Harris – Advisory Board meeting
12/3/98	Tara, Karen, Emily, Patricia, and Jane – research sub-committee meeting
12/11/98	Marcia and Jane – plan for department meeting
12/14/98	Department meeting
1/5/99	Karen, Bernadette, Barb, and Patricia – symposium sub-committee to identify findings

1/7/99	Tara, Emily, Karen, and Patricia – research sub-committee to identify findings
1/7-8-9/99	Marcia and Jane – visitation to Berlin, New Hampshire under the leadership of Jan Pascal. Review of materials, creation of findings, planning of upcoming in-service
1/11/99	Pamela, Roseanne and Ruth – finalized visitation information
1/15/99	Marcia and Jane – plan in-service
1/21/99	Dr. Domencic, Marcia, and Jane – update and plan
1/29/99	Bobbi, Emily, Rosanne, and Marcia – philosophy committee
2/9/99	Steve Harris, Marcia, and Jane – Family & Consumer Sciences high school enrollment
2/15/99	In-service
2/23/99	Pam and Jane – recommendations and findings
2/25/99	Jane and Marcia – recommendations findings; outline/organize the book
3/3/99	Marcia and entire Family & Consumer Sciences Department – recommendations and organization
3/8/99	Tara and Pam – all day meeting on visitations/district comparisons
3/10/99	Jane and Marcia – ½ day; finalize recommendations, work on document
3/16/99	Jane, Marcia, and Maureen Domenic – ½ hour meeting on document
3/19/99	Jane, Bernadette, Ruth, Barbara, and Marcia – ½ day; scope and sequence
4/8/99	Jane, Bernadette, Ruth, Barbara, and Marcia – 1½ hours after school; scope and sequence
4/13/99	Jane and Marcia – ½ day work on document; revision
4/20/99	Department meeting – afternoon session on scope and sequence
4/22/99	Marcia, Jane and Chuck Lanna – proposed budgeting impact statement
4/26/99	Marcia and Jane – all day work on finalizing document
4/29/99	Marcia, Jane and Chuck Lanna – budgetary impact statement

APPENDIX N

ANNOTATED BIBLIOGRAPHY

AGRALEN (Agricultural Bibliographic Information System). Home Economics Database.

www.bib.wau.nl/huisho/abouthho.html (Home Economics database) July 7, 1998

Literature in the field of Home Economics, family studies and consumer sciences can be beneficial to the improvement of current Family & Consumer Sciences programs. These articles include literature on technological, social and economic aspects on a macro, as well as, a micro level of all kinds of households, both private and institutional.

Becker, Henry Jay. "Curriculum and Instruction in Middle-Grade Schools." Phi Delta Kappan: (February, 1990).

- Research in the development of adolescents states that schools should provide:
  1. A wider range of subjects.
  2. Increased attention to cognitive tasks.
  3. A greater variety of modes of learning in which they can participate more actively than mere listeners, memorizers and scribes (pg. 475).
- Schools should put greater emphasis on "active learning" and "higher-order-thinking," so that students can learn to write better, work more productively in groups, and how to learn (pg. 453).
- If classroom time is spent mainly on listening to lectures, seatwork, dealing with isolated facts, they will leave school with little cultural understanding and an impoverished sense of what learning is like.

Bempechant, Janine, et al. Teen Pregnancy and Drug Abuse. Digest #58. ERIC SEARCH

Research supports statistics regarding drug abuse and increase numbers of teen pregnancy.

Brandes, Kendra. "The Case for High School Clothing Construction Classes." American Association of Family & Consumer Sciences Journal of Family & Consumer Sciences. (Spring 1997): 89.1:62-65.

According to the current apparel industry, trends reflect large growth in areas of computer-aided design, pattern making, product development, and quality assurance. This happens to be at a time when fewer and fewer students are entering college programs prepared to begin study of these more advanced areas of the clothing field. This article presents three main topics defending high school clothing construction classes.

Claussel, Maggie. "Challenger and Opportunities for Family & Consumer Sciences Professionals in the New America." Journal of Family & Consumer Sciences (Spring 1998): 90.1:3-7.

This article reveals the fact that racial and ethnic minorities will achieve majority status after the year 2050. This shift will be influences in part by immigration and has the potential to cause racial and ethnic conflicts. Helping families has always been a part of Family & Consumer Sciences professionals.

Corcoran, Kimberly. "What is FHA/HERO?" Home Economic Education, IUP May 1996.11.

Dynamic student organization that helps young people become leaders, addressing important personal, family, work and societal issues through Family & Consumer Sciences education. Helps members develop planning, goal setting, problem-solving, decision-making and interpersonal communications.

David, Robert J. "Eichhorn: The Early Years in Middle Level Education." Pennsylvania Middle School Association, Pittsburgh, PA (July 1995).

- A curriculum model for middle school age children should be comprehensive. It should have the following components (pg. 37):
  1. Analytical.
  2. Dynamics – child should have knowledge of their growth patterns.
  3. Self-expression.
- We must focus on the needs of the students at this age level (10-14 years) (pg. 82).
- Middle school age is the time when basic learning skills so vital for future professional fields can be developed or ruined (pg. 77).
- Family & Consumer Sciences offers emerging the adolescent opportunities to understand our culture, to express their individuality and to acquire life long skills (pg. 74).
- A curriculum area that is quite essential is self-expression, this includes Family & Consumer Sciences (pg. 74).

Department of Education, Secretary Scanlon's Blue Ribbon Committee. "Guidelines for Middle Schools." Harrisburg, PA: 1973.

- The rational for middle school originated from the learner (10-14 years) and their specific needs. These are characterized by change and variability.
- Needs assessments need to be completed and some examples are:
  1. To involve students in learning experiences which illustrate that life is interdisciplinary.
  2. Each student should acquire the knowledge, skills and attitudes necessary for successful personal and family living . . . this includes Family & Consumer Sciences, consumer education and child development.
  3. An effective program is a balanced curriculum among 3 components:
     a. Basic Skills
     b. Personal Development and Expression
     c. Cultural Development
- Each student should acquire the knowledge, understandings, skills and attitudes necessary to ultimately become a self-supporting member of society.

Erwin, Wendy Tenpenny, James D. Moron III and Jacquelyn McInnis. "Role Definition and Perceptions of Home Economics Secondary Programs." Journal of Family & Consumer Sciences. 88.4 (Winter 1996): 17-23.

Information in this article presents today's challenges which include conflicts in both family and work, teen pregnancy, fitness, family economics, AIDS, and other current social issues and how to incorporate this information in educational programs.

FACSE (Family & Consumer Sciences Education 1977)

http://www.facse.org/main.htm

Family & Consumer Sciences education is a program that empowers individual and families across the life span to manage the continual challenges of living and working in a diverse, global society. Special emphasis is placed on families, work and their interrelationships.

"Families Under Stress – What Makes them Resilient." American Association of Family & Consumer Sciences. (Free 199): 2-9.

Research indicates that resilience in families has identified family protective factors and family recovery factors appear to play a critical role in promoting the family's ability to maintain its established patterns of functioning after being challenged by risk factors and in fostering the family's ability to recover or bounce back quickly from misfortune and family crisis.

Frith, Suzanne. "What is an Excellent program Like?" Interface: Home Economics and Technology. 9.5 (May 1993)

Cambria Heights Middle School was awarded the first PA Home Economics Association Standards of Excellence Award. This article describes the excellent middle school program.

Gaskins, Pearl. "4 Rules to Eat By" Scholastic Choices October 1998. 7-8.

A U.S. Department of Agriculture survey revealed that twelve 19 year old Americans are getting too much artery-clogging fat and not enough bone-building calcium and nutrient and fiber-filled fruits and vegetables. Taking the time to change eating habits does not take a lot of time, effort and will help develop healthier eating.

Harris, Judith Rich. "Where is the Child's Environment?" Psychological Review/Journal of Family & Consumer Sciences 90.3 (Fall 1998): 31-32.

This article identifies the fact that outside information and socialization has a definite impact on children's personality characterists.

Lawhon, Tommie. "Responsible Fathering: An Educational Approach." Journal of Family & Consumer Sciences: 88.4 (Winter 1996) 36-40.

Information is presented in this article to show the trend of single parenting and the need to educate single fathers and custodial dads.

Lerner, Richard. "Features and Principles of Effective Youth Programs: Promoting Positive Youth Development Through the Integrative Vision of Family & Consumer Sciences."" Journal of Family & Consumer Sciences 87.4 (Winter 1995): 16-21.

A descriptive article which shows how to integrate multiple disciplines and multiple professions. It's a synthesis of both basic and applied science with service.

Louden County Public School. Middle School Course Description. Louden County Public Schools, Virginia: February, 1998.

This is a curriculum with a very detailed description of a Family & Consumer Sciences Department at the middle school level. It provides pertinent information to establishing a sound Family & Consumer Sciences curriculum.

MHETA (Manitoba Home Economics Teachers' Association), Canadian Home Economics Association Foundation. "Issues and Directions for Home Economics Education."

http://ww.escape.ca/~mheta/heems.

Education Systems cannot meet their standards unless they keep motivating students by providing interesting and useful programs. Home Economics programs today have moved away from teaching manual housekeeping and care-giving skills exclusively towards decision-making, management skills, personal development and family developmental approach.

Moss, Theodore C. "Characteristics of a Good Middle School." NASSP Bulletin (October 1971).

- Characteristics of a good middle school:
  1. A strong health education program that:
     a. helps students understand the changes that are occurring within themselves.
     b. nutrition, drug abuse and sex education are major topics for study and discussion.

Essential Ingredients for Outstanding Middle Schools

- Learning how to learn, and the development of individual social, intellectual and living sills MUST be included in the middle school educational experience.
- Outstanding middle schools develop exploratory programs that help students explore their personal needs and interests; such as Family & Consumer Sciences.
- The outstanding middle school must help its learners internalize the skills, facts and information necessary for all children to know in order to function in our society.
- The curriculum should be a balance between instruction in the basics and exploration.
- Experience in exploratory courses will enrich the students' educational training and help them find out who they are and what they might like to become (pg. 102).
- The curriculum must assist the students in internalizing the knowledge and skills necessary to function in our society (pg. 102).

Nagel, K.L. and Karen H. Jones. "Eating Disorder: Prevention Through Education." Journal of Home Economics. (Spring 1993): 85.1: 53-56, 63.

This article supports the necessity of proper nutrition education and the role the education plays in the self-concept of the total student.

Nelson, Alan and Linda. "It's Hard to Teach Good Parenting Skills Today." Interface: Home Economics and Technology. 12.5, May 1996: 1-3.

Society's change has made it more difficult for families to provide a supportive, safe environment for their children. Research has indicated the importance of a caring, stable adult in a child's life, such as an older sibling, neighbor, clergy person or teacher who truly cares for him/her, can play a significant role helping the child become a capable adult.

Norris, N. Catherine. "Future Parental Attitude Change: An Outcome of Undergraduate Parenting Education." Journal of Family & Consumer Sciences. 89.3 (Fall 1997): 32-35.

While reading this article, one understands that family diversity, as well as an array of social issues, presents numerous challenges in the education field.

Olson, Jennifer Smith and Frances Smith. "Assessing Adult Learners Interest in Family & Consumer Sciences." Journal of Family & Consumer Sciences Winter 1997: 8-12

This article indicates a large interest in learning family life skills, with greatest interest in family relations, consumer education and foods and nutrition.

Pauley, Elizabeth D. "Family & Consumer Sciences Curriculum: What Do Students, Parents, Faculty and Community Want?" American Association of Family & Consumer Sciences. Summer 1996.

In a survey distributed to middle school students, student preferences included banking, machine sewing, child care, cooking, communicating, community service, consumerism and hand sewing. In contrast, adults' preferences were family, parenting and communicating.

Pumerantz, Philip and W. Galano. "Establishing Interdisciplinary Programs in the Middle School." West Nyack, NY: Parker Publishing Company, 1972.

- Alexander suggests curriculum activities fall into three areas:
  1. Learning Skills
  2. General Studies
  3. Personal Development
- Interdisciplinary programs open new avenues for reaching and "turning-on" all pupils and responds to their needs.
- Interdisciplinary focus tends to better develop competence in continued learning and generalized skills.
- The interdisciplinary approach recognizes the uniqueness of areas of knowledge and discipline, and seeks to observe the interrelationships between them.
- The advantages of the interdisciplinary approach area – it allows pupils:
  1. to develop better understandings of themselves and to work out areas of weakness without harm to their self-images;
  2. to proceed at a pace commensurate with their interests, skills, and experiences;
  3. to have more opportunity to reinforce and improve skills, pursue special interests or details, or to experience inquiry processes;
  4. to see present interrelationships and focus upon past and present cultures; and
  5. to have experience in developing their individual responsibilities.

Saunders, Mary Ellen. "Shaping Public Policy." Journal of Family & Consumer Sciences. 90.3 (Fall 1998): 22.

This article defines public policy as the study of the formulation and evaluation of policies designed by governmental, private and non-profit sectors to deal with a variety of domestic and international issues such as health care, social welfare, human resources development, environmental policy and foreign policy and defense. What Family & Consumer Sciences professionals do makes a difference in the lives of individuals and families.

State of Connecticut Board of Education. "A Guide to Curriculum in Family & Consumer Sciences Education." 1995: Connecticut.

A resource guide put together by the State Board and State Department of Education in the state of Connecticut. This guide was put together by a team of state representatives of associated businesses and industries to provide local school districts with a fundamental instructional base upon which to build their own curriculum.

Who's on the Internet and Why. Journal of Family & Consumer Sciences. Fall 1998.

From reading this article, you will identify the fact that millions of consumers are depending on the Internet to do their shopping. It is becoming the ideal marketplace for fulfilling the needs of contemporary shoppers.

FAMILY AND CONSUMER SCIENCES

A Career With Opportunities To...

- *Strengthen the lives of individuals and families*
- *Teach middle school, high school and adult students*
- *Have diverse career options*
- *Develop professionally*
- *Work in diverse settings*
- *Work with FHA/HERO youth organizations*
- *Participate in various professional organizations*
- *Influence public policy*
- *Work with business & industry*

A Profession With A Projected Demand

Studies indicate that there is a nationwide shortage of family and consumer sciences teachers. The shortage is due to growing programs, teachers being promoted and retirements.

A Profession With An Interesting And Challenging Course Of Study Which Includes...

- *Personal Development*
- *Resource Management*
- *Nutrition and Wellness*
- *Family Relations*
- *Parenting*
- *Clothing and Interiors Production and Services*
- *Early Childhood Education and Care*
- *Food Management, Production and Services*
- *Hospitality and Facility Care Services*
- *Life Planning*

Consider Teaching Family And Consumer Sciences If You...

- *Like people*
- *Enjoy being a role model*
- *Are creative and self-motivated*
- *Get excited about learning*
- *Want to help people succeed*
- *Are interested in issues affecting families and consumers*
- *Want to help individuals manage personal, home and work lives*

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Source: Family and Consumer Sciences Pocket Folder. (Columbus, OH: Center on Education and Training for Employment, Vocational and Instructional Materials Laboratory, The Ohio State University) Undated. Used with permission.

Goal One - Financial and Resource Management

North Allegheny Family & Consumer Sciences program will provide students with opportunities to evaluate management practices related to the human, economic and environmental resources.

Goal Two - Balancing Family, Career and Community

The North Allegheny & Consumer Sciences curriculum will provide students with opportunities to evaluate the significance of family and the impact on the well-being of individuals and society.

Goal Three - Food Science, Dietetics and Nutrition

The North Allegheny Family & Consumer Sciences curriculum will provide students with opportunities that enhance individual and family well-being.

Goal Four - Child Care and Development

The North Allegheny Family & Consumer Sciences curriculum will provide students with opportunities to analyze factors that impact growth and development.

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